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This teaching guide and student text deal with four areas of change in contemporary Africa: (1) social change and the presence of industrialization, (2) changing patterns of work from a rural to an industrial-urban economy, (3) the impact of changing patterns in education on the lives of Africans, and (4) the nature of African cities and urban living. The teacher's guide contains detailed lesson plans, suggestions for classroom procedure, lists of instructional aids, and student study guides, in addition to suggested activities for concluding the entire project on Africa south of the Sahara. The student text contains recommended reading selections and specific background information on the changing social, educational, political, and economic environment in Africa. [Not available in hard copy due to marginal legibility of original document.] (MP)

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OJECT AFRICA

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AFRICA SOUTH OF THE SAHARA

A TEACHING GUIDE

TOPIC III

An Experimental Program Of Study For
Secondary School Social Studies Students

TE499921

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AFRICA SOUTH OF THE SAHARA

A Program of Study for
Secondary School Social Studies Students

TOPIC III

CHANGING AFRICA

PROJECT AFRICA

Carnegie-Mellon University
Pittsburgh, Pennsylvania

1969

NOTE

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This is only one of the series of booklets which contain the instructional materials and teaching guides developed by Project Africa for use in teaching about Africa south of the Sahara to students in grades 7-10 in American schools. The complete set of booklets includes:

1. Africa South of the Sahara - Introduction: A Teaching Guide
2. Africa South of the Sahara - Topic I: A Teaching Guide
3. Peoples of Africa South of the Sahara
4. Africa South of the Sahara - Topic II: A Teaching Guide
5. History of Africa South of the Sahara
6. Africa South of the Sahara - Topic III: A Teaching Guide
7. Changing Africa South of the Sahara

INTRODUCTION

This instructional program was developed by the staff and consultants of Project Africa, a social studies curriculum development project commissioned by the United States Office of Education. This project was originally located at The Ohio State University. It was moved to Pittsburgh's Carnegie-Mellon University in September 1968.

Project Africa was created on March 1, 1967. It was a 40-month project designed specifically to develop inquiry-oriented instructional materials and guides for use in improving learning about Africa south of the Sahara in grades 7-12 of American schools. The instructional materials contained herein were the first of a number of such materials intended for use in teaching about Africa south of the Sahara in 7-10th grade world geography, world history or world cultures courses. They represent the results of extensive research during the summer and fall of 1967 and of limited classroom tryouts during the spring of 1968.

These materials are in the form submitted to nation-wide field testing during the 1969 spring semester. By examining and adapting them to their own situations local schools will thus be able to include a vital, up-to-date, stimulating study of Africa south of the Sahara, its peoples and their culture as an integral part of their secondary school social studies curricula.

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These materials represent the results of the initial phase of Project Africa. They are only approximations of finished instructional materials and should be subject to extensive revision and refinement. It was the purpose of the classroom tryouts--for which these were prepared--to provide the experience and information needed to develop effective and worthwhile materials for use in teaching about Africa south of the Sahara in 7-10th grade social studies programs. The evaluation of the results of this experimentation is included in the Final Report of Project Africa (1970).

Dr. Barry K. Beyer
Director

Dr. E. Perry Hicks
Associate Director

Summer 1969

USING THE TEACHING GUIDES

Each teaching guide for this program on Africa south of the Sahara is organized along similar lines.

For every major unit there are introductory comments, a statement of general unit objectives and a brief outline of the daily activities which comprise it. Each daily activity has a separate plan which includes a statement of its purpose; a list of more specific knowledge, skill and affective objectives; and an outline of the strategy to be used in conducting the activity. These are printed on yellow paper.

The teaching strategy outlined for each daily activity is divided into two columns. The left-hand column contains the key questions or directions for the main activities required to move toward accomplishing the objectives of the activity. Not every question a teacher may wish or need to ask is included here. Others may have to be asked in order to secure useful or desired responses.

The right hand column contains the substance of the student responses or statements sought for each of the questions in the left-hand column. It is not intended that these be the word-for-word or only statements the students will make. But they do represent the substance of the desired student responses. These items should be viewed as the goals of the teacher questions and, if the question in the left-hand column fails to elicit a response containing the substance of this entry, then the teacher will have to ask other questions designed to elicit this information. These desired responses are included here so that the teacher will know what the students need to articulate in order to move on to the next part of the activity.

It is obvious that the teaching strategies and techniques outlined in these guides are not the only ones that could be used in teaching for these objectives. However, they do represent one useful instructional strategy. As these strategies are used, you will undoubtedly find flaws in them and/or get ideas on how they could be improved. Write these ideas on separate pages and insert them in the guides or write them in appropriate places in the guides themselves. These comments will be useful in using these materials a second time.

The teaching guides also contain copies of all student materials not included in the booklets for distribution for use in preparing for the next class. By having them arranged in this fashion, you should find it easier to identify them.

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INTRODUCTION

WHAT ARE AFRICANS BECOMING?

The primary purpose of TOPIC III is to investigate the forces of change at work today in sub-Saharan Africa and, particularly, to know how these forces have affected the lives of people.

The general objectives of this topic are:

To understand the changing nature of life in Africa South of the Sahara;

To formulate concepts and generalizations about the nature of social change that will be useful to students in understanding themselves and their society as change occurs;

To develop insights into the social nature of man and those elements that add to the quality of his life; and

To develop, practice and refine the skills of intellectual inquiry, and to foster the values of rationalism, objectivity and curiosity which support these skills.

Three broad categories of change--work, education and urbanization--are investigated in this topic. Other categories of change can be identified (political change, for instance), but these three changes have the greatest impact on people. Each unit begins at the point where most Africans are now, the village, and proceeds to examine what happens to people when patterns of work, education and family are altered by the forces of change.

The study of these units will help students answer the question, "What are Africans becoming?" and will serve as a fitting conclusion to the questions, "Who are the peoples of Africa?" and, "How did Africa come to be as it is?"--which are the subjects of the previous topics. It is also hoped that this topic will enable students to see the similarities between their experiences and those of Africans, and that they will acquire insights into the much more important question, "What are we becoming?"

This study will enable the students:

To know the major changes occuring in Africa today.

To know that Africans have many personal aspirations, but that most of them involve the acquisition of money.

To know that Africans have found that wage-labor and education are the means whereby their aspirations can be realized.

To know that Africans are moving in sizable numbers from the village to new jobs in the cities.

To know that hourly wage-labor and assembly-line techniques may have a "de-humanizing" affect on people.

To know that rapid industrialization has great advantages as well as disadvantages for Africa.

To know that Africans greatly desire education, but that lack of money, limited facilities and multiplicity of languages are hindrances.

To know that modern education may cause conflicts in values between educated and non-educated Africans.

To know that educational systems patterned on non-African models may be irrelevant to the needs of Africans.

To know that the environment of students may have an influence on their ability to learn certain subjects.

To know that Africa has many kinds of cities, and that these cities contain sharp contrasts between old and new, poverty and wealth.

To know that the impact of the city has altered the structure of the African family and created serious problems of adjustment to new ways of life.

To know that urbanization has been accompanied by higher personal income, better health standards, and greater cultural attainments.

To know that social change in Africa has many parallels in our own society.

To make accurate and meaningful generalizations.

To be able to use the skills of interpretation, translation, analysis, synthesis and evaluation.

To develop a respect for evidence, objectivity and empathy as well as for receiving, responding and valuing.

Each unit in this Topic is constructed on an inquiry-oriented teaching strategy and includes activities which require students to:

1) Identify and clarify a purpose for learning.

2) Build an hypothesis--a tentative answer or solution.

3) Test the hypothesis against data.

4) Draw meaningful conclusions from this experience.

The introductory unit is designed to identify the most important elements of social change in contemporary Africa, and the subsequent units, through the inquiry process just described, investigate in detail the identified elements of change.

Topic III consists of four units:

Unit I	Social Change In Modern Africa
Unit II	Changing Patterns of Work
Unit III	Education In Africa
Unit IV	The African City

AFRICA SOUTH OF THE SAHARA

TOPIC III

UNIT I

SOCIAL CHANGE IN MODERN AFRICA

A TEACHING GUIDE

PROJECT AFRICA
Carnegie-Mellon University

1969

UNIT I

SOCIAL CHANGE IN MODERN AFRICA

The primary objective of this unit is to introduce the student to the nature of social change in contemporary Africa and to serve as a point of departure for a more detailed study in subsequent units of specific aspects of this change. The unit requires students to identify the more important elements of social change in Africa today and is designed to encourage them to investigate these elements in more detail.

The major objectives of this unit are:

1. To know some major changes taking place in the lives of contemporary Africans--as individuals and groups.
2. To gain insights into the reasons why these changes are taking place.
3. To stimulate a more detailed inquiry into specific aspects of social change in Africa today.
4. To refine the skills of intellectual inquiry.

This unit consists of two activities:

Activity	Purpose	Materials
1	To identify the most important elements of social change in contemporary Africa	filmstrip
2	To make inferences about why individual Africans wish to change their lives	reading

UNIT I

CHANGING AFRICA -- ACTIVITY 1

A TEACHING GUIDE

A) Introduction: The purpose of this activity is to acquaint students with some of the kinds of change that are taking place in Africa today. This activity is also intended to encourage students to investigate in more detail specific aspects of social change in contemporary Africa.

The specific objectives of this unit are:

To identify seven types of change that are occurring in Africa today.

To interpret visual dates.

To desire to investigate in more detail important elements of change in Africa today.

B) Materials: Changing Africa #1 (filmstrip)

C) Suggested Teaching Strategy:

1) Begin by showing the class the filmstrip Changing Africa. Show the filmstrip slowly, encouraging the students to describe what they see in each frame as it is projected.	Students might note obvious features such as trucks, airplanes, men working, etc., or they may note details such as power lines, contrasts in dress, type of consumer goods, etc.
2) Re-show the filmstrip. Show frames 1-4 several times and then stop, asking the students to describe the changes they see. Repeat this procedure for frames 5-7, 8-10, 11-13, 14-16, 17-19, 20-22. As each set of frames is shown and described, write the type of change on the board.	Changes are occurring in: 1-4 communications (Students may note that TV is being introduced; that communications media are becoming more sophisticated; that the media reach people with more complex messages, etc.) 5-7 transportation 8-10 agriculture 11-13 marketing 14-16 work 17-19 education 20-22 housing

3) Ask the students to group the items on the board into types of changes that are taking place in Africa today. Write these on the board. (Have the students copy into their notes these changes under the appropriate group headings.)	Students may list: communications transportation agriculture retailing work education housing
4) Conclude by asking: TO WHAT EXTENT ARE THESE KINDS OF CHANGES OCCURRING AROUND US TODAY?	Students may be replacing their bicycles with Hondas; more of them may be travelling by plane instead of cars on vacation, supermarkets may be replacing small stores in their towns, etc.
5) For homework the students are to read pp. 1-10 in the booklet Changing Africa and make two lists--one list of all the other (not yet mentioned in class) changes taking place and the second list of the reasons why these changes are occurring. Students should bring their booklets Changing Africa and these lists to the next class.	

CHANGING AFRICA
#1
Filmstrip

Notes to the Teacher

TITLE CHANGING AFRICA
1 Festival, near Kano, Nigeria
2 Near Kano, Nigeria
3 Sign in Addis Ababa
4 TV studio, Monrovia, Liberia
5 Road near Kano, Nigeria
6 Near Kano, Nigeria
7 Kano airport
8 South Africa
9 Angola farmer
10 Swaziland farm worker
11 Market--Dar es Salaam, Tanzania
12 Store in Dinba, South Africa
13 Supermarket, Nairobi, Kenya
14 Tonga wood carver, Zambia
15 Saw operator, Arusha, Tanzania
16 Canning pineapple, Swaziland
17 Primary class, Haile Selassie School, Addis Ababa
18 Uganda school children
19 College student, Nigeria
20 Village of Kivu, Congo
21 New homes, Uganda
22 Accra, Ghana
PROJECT AFRICA

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2) Direct the students to examine closely pp.7-10 of the homework assignment. Focus on p.10 (classified ads). Ask: WHAT KINDS OF CHANGES DO THESE ITEMS SUGGEST? (These changes should be added to their notes if not already there.)	The ad on p.9 , for example, "Education is Important" -- suggests an interest in getting an education as do other notices in the classified ads that follow.
3) Have the students refer to the second list prepared for homework. Ask: WHY ARE THESE CHANGES TAKING PLACE? (Have students refer to specific examples in their readings.)	Students may list: Because contact with outside world awakens them to new things they want Because of desires of their leaders--nationalism. Because of a desire to have a better life. Because of curiosity Because of dissatisfaction with life as it is in rural areas ...etc...
4) Ask: WHAT SEEM TO BE THE ASPIRATIONS OF AFRICANS THAT ARE BRINGING ABOUT THESE CHANGES? (Have students refer to specific examples in their readings.)	Students may list: --desires for new goods (autos, etc.) --better jobs with more status, money --more education
5) Conclude by asking: WHAT DO AFRICANS WHO HAVE THESE ASPIRATIONS NEED TO DO TO MAKE THEM COME TRUE?	They need to get a better education and/or to get a job with good pay. They need money.
6) Point out that it is exactly these quests for education and jobs that pay wages or salaries that characterize the lives of many Africans today. Tell the students that starting in the next class they will examine different kinds of jobs Africans are engaging in to fulfil their ambitions and how these are affecting their lives today.	

AFRICA SOUTH OF THE SAHARA

TOPIC III

UNIT II

CHANGING PATTERNS OF WORK

A TEACHING GUIDE

PROJECT AFRICA
Carnegie-Mellon University

1969

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UNIT II

CHANGING PATTERNS OF WORK

Africa today is rapidly changing from a rural-subsistance economy to an economy that is increasingly urban and industrial. In the process, Africans are moving to urban centers, acquiring new skills, meeting new kinds of people, and discovering new models on which to pattern their lives. Africans are also encountering new sets of problems including crowded housing, discrimination, unemployment, strange regulations and broken families. Change has not meant progress for all Africans--at least in terms of the quality of their own lives.

Changes in the patterns of work have a profound affect on other aspects of life. The separation of the place of work from the place of residence alters in many ways the structure of the family. Sons no longer may observe their fathers at work and are partially denied this model of adult behavior. The chain of cooperation and obligation that binds families and villages together is broken. Money, and the things money can buy, become the object of work replacing the communal goals established by the village and the tribe. People are free to become individuals--to pursue their own goals rather than those of the family and tribe--but freedom for the man in transition may also mean frustration, confusion and loneliness.

The materials and activities in this unit have been selected to illustrate both the changes in patterns of work and the deeper problems of personal adjustment that accompany these changes. This unit is also intended to help students develop insights about work that will apply to their own present and anticipated roles in life.

The major objectives of this unit are:

To know the changing patterns of work in contemporary Africa.

To know how changes in work patterns are affecting the lives of Africans.

To refine and practice the skills of intellectual inquiry.

Unit II consists of five activities:

Activity	Purpose	Materials
1	To introduce the study of changing patterns of work in Africa and to develop an hypothesis about the affects of this change.	filmstrip: Changing Africa--Part 2 (section 1)
2	To analyze the patterns of work and life in an African village.	booklet: Changing Africa Analysis Chart

3	To compare the patterns of work in an African mine with work in an African village.	booklet: Changing Africa Analysis Chart
4	To gather and analyze data.	handout: Some Effects of Industrialism in Africa taped recording
5	To evaluate conflicting opinions about changing patterns of work in Africa.	booklet: Changing Africa

UNIT II

WORK -- ACTIVITY 1

A TEACHING GUIDE

A) Introduction: This activity introduces a study of changing patterns of work. Its purpose is to provide a picture of the changes taking place in African patterns of work--the movement from the village to the city, the increasing variety of jobs available, the introduction of labor-saving tools--and some of the problems of adjustment to new work environments.

The specific objectives of this activity are:

To know that some Africans are moving from the village to new jobs in the cities, that they are doing a variety of jobs and that they are using labor-saving tools and techniques.

To interpret visual data.

To make inferences from data.

B) Materials: filmstrip, Changing Africa--Part 2 (section #1)
Analysis Chart

C) Suggested Teaching Strategy:

1) Show the filmstrip Changing Africa--Part 2 (section #1 only). As each frame is shown, ask the students to describe only what they see. Write these descriptions on the board.	Students might note: villages people working at specific jobs (ie: farming, mining, etc.) money tools and machines cities slums etc....
2) Reshow the filmstrip pausing at frames 2, 7, 14, 17, 19, 25. For each have the students make inferences about the impact on people of these changing work patterns. (Have a student write these on the board.)	Inferences may include: a) People must learn to keep up with a machine b) People must learn new skills c) People must learn to live in new situations d) People must fend for themselves e) People must learn to get along with those of other backgrounds ...etc....

3) Have the class study the inferences written on the board. The students should decide on a single statement about the inpact of these changes on peoples' lives that will encompass all or most of these. This is to be written in their notes and will serve as the hypothesis to be tested in the following classes.

4) Distribute an Analysis Chart to each student. Direct them, for homework, to read Life in an African Village, pp.11-12 in the booklet CHANGING AFRICA. and to complete the first column (African Village) on the chart. Chart and booklet should be brought to the next class.

A possible statement may start as:

In general, the movement of Africans to get jobs in cities, mines and factories has led to the creation of poor housing, the break-up of families, increased interest in education, etc....

ANALYSIS CHART -- CHANGING PATTERNS OF WORK

CATEGORY	VILLAGE	MINE
Homes and Living Conditions:		
How Work is Divided:		
How Work is Regulated:		
Purpose of Work:		
How Work is Made Easier:		
Who Gets Recognition:		
Dangers:		
Distance of Homes from Work:		

CHANGING AFRICA #2

PART I

Notes to the Teacher

TITLE CHANGING AFRICA #2
PART 1
1 Jebba, on the River Niger
2 Galla in the fields, Ethiopia
3 Carving bowls, Kano
4 Road workers, Angola
5 Marketplace, Ghana
6 Village market, Northern Nigeria
7 Kanuri money changers, Nigeria
8 A Tanzanian farm
9 Liberia
10 Loading rubber at Firestone's Liberian plantation
11 Bantu compound at diamond mine, South Africa
12 Mine compound,Transvaal
13 Asbestos miners, Swaziland
14 Johannesburg
15 Johannesburg, housing construction
16 Sweto township, Johannesburg
17 Slum in Sweto township
18 In Durban, South Africa
19 Class at Firestone's Liberian plantation
20 Garage in Tanzania
21 Shop in Southern Ethiopia
22 Fire station in Ghana
23 Chase-Manhattan Bank, Liberia
24 Sugar plant, Ethiopia
25 Kilimanjaro Lager Beer bottling plant, Arusha, Tanzania
26 Machine shop, Ethiopia
27 Steel mill, Vereenigina, South Africa
28 Steel mill, South Africa
PROJECT AFRICA

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UNIT II

WORK -- ACTIVITY 2

A TEACHING GUIDE

A) **Introduction**: The purpose of this activity is to analyze patterns of life and work in a subsistence-economy village, with the view of making comparisons, in a subsequent activity, to patterns of work in an urban-industrial environment. The two activities are designed to refine and help validate hypotheses about the effect of changing work patterns on the life styles of Africans and to provide students with personal insights into the relationship between work and the quality of life.

The specific objectives of this activity are:

To know the patterns of work and life in a typical African village.

To interpret written data.

To classify data.

B) **Materials**: student booklet CHANGING AFRICA
Analysis Chart

C) **Suggested Teaching Strategy**:

1) Have the students refer to their Analysis Charts, the first column of which was to be completed for homework. Without making specific reference to any category, ask: WHAT IS THE PATTERN OF WORK IN THE AFRICAN VILLAGE? (Do not spend more than five minutes on this.)	Students might answer: It follows nature and the seasons. It is more natural. Everyone cooperates. ...etc....
2) Ask: WHAT APPEAR TO YOU TO BE THE MAIN ADVANTAGES OF LIFE IN AN AFRICAN VILLAGE?	The students might suggest: Don't have to go to school. The apparent friendliness and cooperation--no loneliness. The apparent "lack of pressure" in daily living. The absence of the "generation gap." ...etc....

3) Ask: WHAT SEEM TO YOU TO BE THE MAIN DISADVANTAGES OF LIFE IN AN AFRICAN VILLAGE? (allow just a few minutes for discussion of this question.)

Possible responses might include:

The possibility of disease and famine.
It seems boring.
There is much hard, physical labor.
...etc....

4) For the remaining class time, (about 20 minutes) have the students begin their homework assignment. Tell the students they will now read about someone who has left a village life such as this and has gone to work in a mine. Direct them to read pp. 13-21 in their booklet CHANGING AFRICA and complete the second column (Mine) in their Analysis Chart.

UNIT II

WORK — ACTIVITY 3

A TEACHING GUIDE

A) Introduction: This activity is a continuation of the preceding activity, and focuses on an analysis of patterns of life and work in a South African mine. Its primary purpose is to compare village and mine work patterns in order to further identify the ways in which current changes in Africa may affect Africans

The specific objectives of this activity are:

To know the patterns of work and life in an African mine.

To be able to classify and compare data.

To make inferences from data.

To state hypotheses.

B) Materials: student booklet CHANGING AFRICA
Analysis Chart

C) Suggested Teaching Strategy:

1) Ask: WHAT WERE THE PROBLEMS FACED BY XUMA?	Students might answer: Racial prejudice and discrimination. Dangers of lung disease and accidents. Confusion caused by strange machines. "De-humanizing" affect of mine work. ...etc....
2) Have the students refer to their completed Analysis Chart. Have them make statements comparing the items in each category between village and mine patterns of work and life. List these on the board.	Possible statements might be: a) In the village they live in huts with their families and at the mine they live in compounds or slums. b) Work is divided by sex and age in the village while in the mine it is divided by race.

3) Ask: WHAT PROBLEMS ARE ENCOUNTERED BY AFRICANS AS THEY MAKE THE TRANSITION FROM VILLAGE LIFE TO LIFE IN THE MINES? List these on the board.

4) Have the students refer to the hypothesis made the first day. Have them discuss the extent to which their investigation thus far supports or refutes it.

5) Distribute the handout ACTIVITY IV for homework. Direct the students to complete it as directed for the next class.

c) The seasons and nature regulate the pattern of work in the village, but in the mine work is regulated by bosses, indunas, laws, etc.
d) Food production is the main purpose of work in the village, while money and gold are the purpose of work in the mine.
e) etc....

Some of the statements might be:

a) Separation from family and village friends might lead to loneliness for the newcomer to the city.
b) The division of work by race, with whites getting the best jobs, might lead to racial tension and possible violence.
c) The many regulations associated with work in the mines might take much of the spontaneity and joy out of the African's life.
d) etc....

Name____

ACTIVITY IV

SOME EFFECTS OF INDUSTRIALISM IN AFRICA

DIRECTIONS: The purpose of this activity is to examine additional information on the effects of industrialism in Africa and to evaluate the hypothesis about work made in previous classes.

For each item of information in the boxes below, write a short statement explaining how the information supports or changes the hypothesis made in the first class.

STATEMENTS AND STATISTICS RELEASED BY THE GOVERNMENT OF SOUTH AFRICA

1. Numbers of Persons Recruited from other Countries and Territories to Work in South Africa--1958.

place of work	number of recruits
Gold Mines	139,156
Coal Mines	18,954
Other Mines	14,016
Agriculture	27,812
Industry	2,758
Total	202,696

1. Statement: ____

____

____

2. "There is a definite need to continue the system of migratory labor, because it is both undesirable and impractical to stabilize the labor force required on the mines....

Families are not permitted to accompany recruits...."

2. Statement: ____

____

3. Compensation for disabilities incurred in the mines during 1957 is as follows:

* £ 129,493 to 3,270 Natives for Accident Disabilities

£ 343,048 to 2,582 Natives for Disabling Lung Diseases

(* £ = approximately $2.60 at that time)

3. Statement: ______________________________

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4. Population by Age and Sex--*Lesotho (then Basutoland) 1965

Total Population	1-9	age 10-19	age 20-29	age 30-39	age 40-49	age 50-59	age 60 +
Male 298,903	111,333	74,645	25,039	26,777	25,987	17,102	18,020
Female 382,931	106,603	79,487	62,584	39,568	36,428	27,161	31,095

* Lesotho (formerly Basutoland) is an independent state whose territory is completely surrounded by the territories of the Republic of South Africa. Farming and herding are the most important occupations of Lesotho's people.

4. Statement: ______________________________

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5. Average monthly wages in manufacturing in Pounds Sterling*

	Africans	Non-Africans
Rhodesia	£16.5	£ 116.2
Malawi	£ 6.8	£ 112.6
Zambia	£20.2	£ 130.3

*Pound Sterling = at this time approximately $2.60 U.S.

5. Statement:

6. African Population of Rhodesia

Total Both Sexes	3,618,150	
Urban Population	652,980	
Male		413,900
Female		239,080
Rural Population	2,965,170	
Male		1,449,330
Female		1,515,840

6. Statement:

7. The following statistics on marriage and divorce were gathered in a house-to-house survey of two districts in Kisangani, a manufacturing and transportation center in the Congo Republic (Kinshasa).

	Number of Persons Married or Having been Married.	Total Number of Divorces	Percentage of Persons Divorced Once or More
District A	156	113	54.5
District B	196	165	59.2

7. Statement: ______________________________

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Sources:
1. Commission for Technical Cooperation in Africa South of the Sahara, Migrant Labour in Africa South of the Sahara Abidjan, 1961, p. 112.

2. Ibid., p. 108, 113.

3. Ibid., p. 110.

4. United Nations, Demographic Yearbook, 1966. Table 5, p. 136.

5. International Labor Organization, Yearbook of Labor Statistics, 1966. Table 19, pp. 499-500.

6. United Nations, Demographic Yearbook, 1963. Table 5, p. 174.

7. UNESCO, Social Implications of Industrialization and Urbanization in Africa South of the Sahara. p. 423.

UNIT II

WORK -- ACTIVITY 4

A TEACHING GUIDE

A) Introduction: The purpose of this activity is to enable the students to examine new data about changing patterns of work in Africa, and to evaluate the hypothesis made in the first class against this data.

The specific objectives of this activity are:

To examine additional data on how changing patterns of work are affecting the lives of Africans.

To make inferences from data.

To develop the skill of listening for the purposes of acquiring additional evidence and testing an hypothesis.

B) Materials: student handout: Some Effects of Industrialism in Africa
tape recording: Peter the Woodcarver

C) Suggested Teaching Strategy:

1) Have the students refer to their completed homework assignment. Ask: WHAT DOES THE INFORMATION IN Some Effects of Industrialism in Africa TELL US ABOUT CHANGING PATTERNS OF WORK IN AFRICA?	Students might say: People are moving--particularly to South Africa--to find work. Africans are not receiving the same wages as non-Africans. More men than women are in the cities. Etc....
2) Ask: HOW DO YOU THINK THESE CHANGES ARE AFFECTING THE LIVES OF MANY AFRICANS?	Students might infer: There are racial tensions. There might be marriage and family problems.
3) Tell the students that you are going to play a taped interview made in one of the slum neighborhoods of Nairobi, Kenya. Play part one of the tape, and as the students listen, ask them to note any information that might support or refute their hypothesis.	

4) At the conclusion of part one of the tape, stop. Ask: HOW DO THE EXPERIENCES OF PETER THE WOODCARVER SUPPORT OR MODIFY YOUR HYPOTHESIS ABOUT THE EFFECT OF CHANGING WORK PATTERNS ON THE LIVES OF AFRICANS?	Students might mention the effects of such things as: Unemployment Breaking of family ties Learning new skills Etc....
5) Play part two of the tape, and repeat the previous question.	Students might mention the effects of such things as: Association with people of different tribes. Dependence of individual on his own resources for survival. Frustration of ambitions due to lack of money. Etc....
6) Ask the students if there are any changes that they would like to make in their original hypothesis. Make the changes suggested by the class. Have the students write a statement about the impact of changing work patterns on Africans. (This statement represents the conclusion of their inquiry.) This is to be copied in their notebook.	In general, the movement of Africans to get jobs in cities, mines and factories has led to....
For homework, have the students read pp. 22-24 in their booklets Changing Africa. In doing this the students should decide, in view of the conclusion just arrived at, which of these positions (A or B) is most suitable for Africans.	

UNIT II

WORK -- ACTIVITY 5

A TEACHING GUIDE

A) Introduction: The purpose of this concluding activity is to examine and evaluate conflicting opinions about industrialization in Africa. The criterion for evaluation is the previously-developed class conclusion about how changing patterns of work are affecting the lives of Africans.

The specific objectives of this activity are:

To know some of the arguments for and against rapid industrialization in Africa.

To interpret data.

To make inferences from data.

To evaluate conflicting opinions using a previously-developed conclusion as the criterion for judgement.

B) Materials: student booklet: Changing Africa

C) Suggested Teaching Strategy:

1) Have the students refer to their homework assignment. Ask: WHAT IS THE BASIC ARGUMENT OF THE AUTHOR OF "READING A"?	Students may say that the author is opposed to industrialization because it will cause human misery, pollution of the environment and ignores human nature.
2) Ask: WHAT WOULD HAPPEN TO THE LIVES OF AFRICANS IF THE POLICIES OF "READING A" WERE FOLLOWED?	Students may suggest: Africans would be ignorant of the ways of the world but contented. Africans would be poorer. Africans would be more vulnerable to starvation and disease. Etc....
3) Ask: WHAT IS THE BASIC ARGUMENT OF THE AUTHOR OF "READING B"?	Students may say that the author favors industrialization because it has already started, will materially benefit Africans, and offers an escape from the dull life of the village

4) Ask: WHAT WOULD HAPPEN TO THE LIVES OF AFRICANS IF THE POLICIES OF "READING B" WERE FOLLOWED?

Student responses may include:
Africans will raise their standard of living.
They will have the problems of pollution and urban blight.
They might become more individualistic and aggressive.
Etc....

5) Ask: ON THE BASIS OF THE CONCLUSION WE HAVE DEVELOPED IN THE PREVIOUS CLASS AND WHAT WE HAVE LEARNED ABOUT CHANGING PATTERNS OF WORK IN AFRICA, WHAT POLICY DO YOU FAVOR FOR AFRICA? WHY?

6) Ask: WHICH POLICY WOULD YOU FAVOR FOR YOURSELF? WHY?

Tell the students that the next unit is on education. Have the students read for homework pp. 25-31 in their booklets *Changing Africa*. Have them make a concise list from their reading of the reasons Africans have sought an education.

AFRICA SOUTH OF THE SAHARA

TOPIC III

UNIT III

EDUCATION IN AFRICA

A TEACHING GUIDE

PROJECT AFRICA
Carnegie-Mellon University

1969

20a

UNIT III

The purpose of this unit is to investigate changing patterns of education in Africa and the impact of this change on the lives of individuals. Education is particularly important in a study of social change because it is both an agent of change and an object of that change. It is also a cause of serious personal tensions and frustrations. Because of the new education they receive, the adult destinies of many children will be radically different from those of their parents; their new skills, social status and value systems set them apart from the generation of their fathers and those without formal education.

Problems of personal adjustment were inherent in the European systems of African education. The first schools started by Europeans in Africa were run by missionaries. Their primary purpose was to turn out ministers and teachers. Little thought was given to training Africans for administration and the professions because it was expected that these positions would be filled by Europeans. As the colonial governments gradually extended educational opportunities, the tendency was to impose European systems without regard to the needs of Africa or of Africans. Values of individualism were impressed on a people whose society stressed cooperation. The colonial system trained Latin teachers and government clerks whereas Africa, particularly on the eve of independence, had great need of people with managerial skills and training in the more practical professions.

Failure and frustration, at least partially caused by weaknesses in the educational systems, are ubiquitous themes in the novels, anecdotes and reminiscences of educated Africans. These furnish the bulk of the student materials for this unit. It should be noted, however, that since independence many African nations have begun the restructuring of their educational systems to better meet the needs of the new Africa.

Much of the content of this unit can facilitate an understanding of education in other societies, including our own. The teacher should be alert to opportunities that might help students gain deeper insights into the impact of education on their own lives.

The major objectives of this unit are to:

Know the more important reasons why Africans desire education.

Know the major problems and frustrations that Africans encounter in trying to get an education.

Know the impact that education has on the lives of Africans.

Know and practice the skills of intellectual inquiry.

This unit consists of five activities:

Activity	Purpose	Materials
1	To know some of the problems Africans may encounter in trying to get an education.	booklet handout--Activity 1
2	To know the problems of irrelevance in some aspects of African education.	booklet
3	To know and compare the basic features of village and mission school education.	booklet
4	To hypothesize about the relationship between the ability of students to learn and their environment.	booklet tape recording
5	To evaluate a generalization about the impact of educational change on individuals.	booklet

EDUCATION--ACTIVITY 1

A TEACHING GUIDE

A) Introduction: The purpose of this activity is to identify some of the reasons Africans are seeking an education and to investigate some of the problems Africans may encounter in getting an education. The activity involves the interpretation of written and statistical data and making inferences from that data.

The specific objectives of this activity are:

To know that Africans desire education for a variety of reasons including the desire for money, power and prestige.

To know that individuals in Africa are hindered in getting an education by lack of money, limited enrollment in secondary schools, and language barriers.

To interpret written and statistical data.

To make inferences from data.

B) Materials: booklet CHANGING AFRICA
handout--Activity 1

C) Suggested Teaching Strategy:

1) Have the students refer to their homework reading assignment. Ask: WHY ARE AFRICANS SEEKING AN EDUCATION?	Students may list: for money for power or prestige because of family pressure
2) Tell the students that they are going to investigate some of the problems that African students may encounter in trying to realize their ambitions for an education. Pair the students, and distribute Activity 1.	
3) Circulate among the students while this activity is in progress to insure that each pair is working efficiently. (Allow 15 min. for the students to complete the activity sheet.) After the students finish, ask for the answers and reasoning for questions 1-6. (Do this quickly.)	

4) Have the students give their answers to questions 7-9. Ask several students to explain the reasoning behind their answers.

5) Refer to question 10. Ask the students to give the problems they have listed (write these on the board). As they do, require them to describe the reasons why they have identified these as problems. (Have other students comment on this reasoning and, if necessary, revise the original statement of the problem.)

Direct the students for homework to read pp. 35-40 in their booklet CHANGING AFRICA. As they do this they are to make a brief list of the problems faced by the Ganda schoolboy in his efforts to secure an education.

Students may suggest that among the problems are:

- lack of money
- languages
- difficulty in getting into secondary schools...

Names: ______________________________ and ______________________________

STUDY GUIDE -- ACTIVITY 1

Directions: Answer each of the following questions by referring to pages 32-34 (Education in Africa) in the booklet CHANGING AFRICA.

1. Kenya has a population of about ten million. What is the number of people in Kenya receiving wages or salaries? ___________.

2. What would the yearly income be for family of five with average income living in Rwanda? ___________

3. If books, school fees and supplies cost fifty dollars, what fraction of an average person's income in Tanzania would go for education? ___________

4. If the percentage of eligible students (age 5-14) enrolled in primary school in Tanzania was 5% in 1940, and if primary school enrollment continues to increase at the same rate, what percentage of eligible students in Tanzania will be enrolled in primary school by 1970? ___________

5. Which African country had the highest percentage of eligible students enrolled in primary school in 1960? ___________

6. If the trend indicated in Tables 3 and 5 continues, what will happen to "Percent of Population that is Literate" (Table 4)?

7. After looking at the other statements and tables, list two reasons for the low percentage of eligible students enrolled in secondary schools in African countries.

8. Basing your statement on the information in Tables 2 and 4, what do you think would be the major problem facing an African school graduate looking for a job?

9. Basing your statement on the information in Table 4, what do you think might be a major problem facing an average African primary school student who needs help with his homework?

10. Using information from each statement and table, list at least three problems that an average African student might encounter in his efforts to get an education.

EDUCATION--ACTIVITY 2

A TEACHING GUIDE

A) Introduction: This activity is designed to illustrate in personal terms the problems Africans have in getting an education and to identify new problems. The emphasis of the activity is on the problem of the relevance of European-style education to the educational needs of Africans.

The specific objectives of this activity are:

To know that Africans getting an education may encounter problems with their families.

To know that educational systems modeled on non-African lives may be irrelevant to the needs of some Africans.

To interpret written data.

To make inferences from data.

To hypothesize from data.

B) Materials: booklet CHANGING AFRICA

C) Suggested Teaching Strategy:

1) Refer the students to their homework reading assignment. Ask: DID THE UGANDA SCHOOLBOY ENCOUNTER ANY OF THE PROBLEMS WE IDENTIFIED IN THE PREVIOUS CLASS? IF SO, WHICH ONES?	Students might mention that among the problems identified in the previous class he encountered: a) lack of money b) difficulty in getting into secondary schools c) poor employment opportunities
2) Ask: DID HE ENCOUNTER PROBLEMS THAT WE DIDN'T IDENTIFY? (If the students have difficulty with this question, ask: WHAT PROBLEM DID HE HAVE WITH HIS FAMILY?)	Students might say that he became embittered toward his family because they could no longer help him, and that the only formal education that helped him with his problems was a course taken outside of school in accounting.

3) Then ask: DID THE EDUCATION HE RECEIVED IN SCHOOL HELP HIM IN ANY WAY?	It gave him little help. It was, in fact, quite irrelevant in terms of what he needed to succeed in life.
4) Ask: DO YOU THINK THAT YOUR EDUCATION WILL HELP YOU WITH THE PROBLEMS YOU EXPECT TO ENCOUNTER IN LIFE? WHY?	
a) If the students say yes, that their education will help them solve the practical problems of their vocations, ask: WHY IS YOUR EDUCATION RELEVANT, AND THE UGANDA SCHOOLBOY'S EDUCATION IRRELEVANT?	Students might answer that our society needs and has jobs for highly trained and specialized people, whereas Uganda has few needs for such people. Uganda is not the United States.
b) If the students say no, that their education is irrelevant to their life and career expectations, ask: WHY DO BOTH SYSTEMS OF EDUCATION SEEM IRRELEVANT?	Students might say that both systems of education are based on unrealistic views of the society into which students are going, etc.
5) Ask: BY WHOM WAS THE UGANDA SCHOOL SYSTEM DESIGNED? Have the students indicate the reasons for their answer.	Students may say that it was designed by the English. The evidence might be the use of English educational terms, the British Tutorial College, and the English headmaster. Also, Uganda was once a British colony.
6) Ask: FOR WHAT PURPOSE DO YOU THINK THE ENGLISH DESIGNED THE UGANDA SCHOOL SYSTEM?	The students might answer that the British wanted to modernize Uganda along British lines.
7) Tell the students that this type of situation is typical of much of Africa. Then ask: IN WHAT WAYS DOES THIS CREATE PROBLEMS FOR AFRICANS?	Students might hypothesize: This is a problem for Africans because it fails to prepare Africans for life as it generally is today; instead, it is preparing them for a style of life that is not yet typical.
Tell the students that we are going to investigate this problem in more detail. Direct them to read for homework pp.41-49 (Lullabies and a Cracked Slate) in their booklets. As they read this, they are to note four ways in which these two educational systems differ.	(Tell the students that "Gikuyu" is the African spelling of Kikuyu. In the Kikuyu language the sound represented by the first letter is best represented by a G; in English it is best represented by a K. Kikuyu is the Anglisized spelling of Gikuyu.)

EDUCATION--ACTIVITY 3

A TEACHING GUIDE

A) Introduction: This activity builds on the conclusions of the previous activity which focused on the relevance of westernized education to the needs of Africans. Its purpose is to compare patterns of village education with mission school education and from these comparisons draw additional hypotheses about the probable impact of the two styles of education on individuals.

The specific objectives of this activity are:

To know the basic characteristics of village and mission school education.

To interpret written data.

To make inferences from data.

To make meaningful conclusions from data.

B) Materials: booklet CHANGING AFRICA

C) Suggested Teaching Strategy:

1) Have the students refer to their homework assignment. Ask: IN WHAT WAYS ARE THE TWO EDUCATIONAL SYSTEMS DIFFERENT? List these on the board under Kikuyu and Mission School.

(The following questions might be asked to facilitate this inquiry:

a) WHO ARE THE TEACHERS?
b) WHAT DO THE STUDENTS STUDY?
c) HOW ARE THE STUDENTS TAUGHT?
d) HOW ARE GRADES AND DISCIPLINE GIVEN?
e) WHAT IS THE PURPOSE OF EDUCATION?)

Students might answer:

a) The Kikuyu teachers are the parents. The mission school teachers are strangers.
b) The Kikuyu study agriculture, homemaking, and the history and traditions of their clan. The mission school students study reading, arithmetic, science, etc.
c) The Kikuyu students are taught in songs, amusing games, and by working with and imitating their parents. The mission school students are taught by formal lecture.

	d) Kikuyu parents are criticized if their children are poor students. Exams are given in the mission school, and the cane and threat of expulsion are used to keep the students in line. e) The purpose of Kikuyu education is to learn how to behave as adults in the community. The purpose of mission education is to teach reading, arithmetic, science, etc. and individual responsibility.
2) Ask: WHAT CONCLUSIONS ABOUT EDUCATION CAN WE DRAW FROM THESE COMPARISONS?	The students may conclude: a) That there are fewer frustrations for students in the Kikuyu system. b) That Kikuyu education is more practical for the needs of an agricultural people. c) The mission school education is more suited to prepare individuals for life in an urban, rapidly-changing society. d) etc....
3) Help the students recall the problems listed at the end of the preceding class. Ask: IN WHAT WAYS ARE OUR CONCLUSIONS RELATED TO THE PROBLEMS WE IDENTIFIED IN THE PREVIOUS CLASS?	Students might say these conclusions support the conclusions identified in the previous class and help explain reasons why much formal education is irrelevant to the needs of Africans.
4) Ask: WHAT PROBLEMS DID PETER ABRAHAMS HAVE WITH ARITHMETIC AND SCIENCE?	Students should answer that Peter lacked interest and perhaps aptitude for arithmetic, and that he had difficulty in accepting everything told him by his science teacher.
Tell the students that they will investigate this problem in more detail in their homework reading assignment. Direct them to read pp. 50-52 (Science in an Ice Cube) in their booklets CHANGING AFRICA. If time remains, they may begin their homework assignment in class.	

EDUCATION--ACTIVITY 4

A TEACHING GUIDE

A) **Introduction**: The purpose of this activity is to investigate the relationship between the learning of math and science and the environment of students who have been raised in an African village. It involves hypothesis formation and the comparison of two hypotheses.

The specific objectives of this activity are:

To know the relationship between the learning of math and science and the environment of the students.

To interpret written and audial data.

To make comparisons.

To hypothesize.

B) **Materials**: booklet CHANGING AFRICA
tape recording

C) **Suggested Teaching Strategy**:

1) Ask: HOW DID LEVITT'S PROBLEMS AS A TEACHER OF MATH AND SCIENCE COMPARE WITH THE PROBLEM THAT PETER ABRAHAMS AND HIS CLASSMATES HAD WITH THE SAME SUBJECTS?	Students might say that it was the same problem, except from the teacher's point of view.
2) Ask: WHY DID LEVITT'S STUDENTS AND PETER ABRAHAMS AND HIS CLASSMATES HAVE PROBLEMS WITH MATH AND SCIENCE? Tell the students that Levitt also had an hypothesis about why his students had trouble with math and science. Have them listen to the tape to find out what it was.	Students might hypothesize that something in their backgrounds did not prepare them to study these subjects.
3) After playing the tape, ask: HOW DID LEVITT'S HYPOTHESIS COMPARE WITH YOURS? If there are any differences, have the students discuss the possible reasons for this.	

4) Ask: WHICH EXPLANATION IS MORE REASONABLE? WHY?

Tell the students that many Africans, despite the difficulties in getting an education that we have investigated, are finishing school. Many students are enrolled in the new universities being built in Africa and others are getting degrees from universities in Europe and the United States. This is the subject of their homework assignment. Direct the students to read pp. 53-59 in their booklets CHANGING AFRICA. As they read their assignment, have them note the similarities and differences in the education received by the two men.

Regardless of the position taken by the class, it should be made clear that there is no absolutely correct explanation. Some educators believe there is a strong relationship between a student's ability to learn certain concepts and his background. On the other hand, numerous Africans are now enrolled in scientific programs (ie: physics, atomic energy, organic chemistry, etc.) in universities in Africa and abroad.

AFRICAN SEASON TAPE

SCRIPT

The school year passed quickly. Than it was vacation time. Mr. Levitt decided to spend part of his vacation visiting the home of Fedson Mwandemele, one of his brightest students. Fedson lived in the tiny village of Kapolo, just across the Tanganyika border in Malawi.

Levitt and Fedson were warmly greeted by Fedson's father, his father's three wives and numerous uncles and aunts--who all found it hard to believe that a "Mzungu", a white man, would come to spend a few nights with them in their village.

The next morning after breakfast, one wife brought chairs and another wife some mangoes, and the day began....

We pull our...

Leonard Levitt, An African Season. New York: Simon and Schuster, 1966, pp. 158-160.

...outside their village?

EDUCATION--ACTIVITY 5

A TEACHING GUIDE

A) Introduction: The purpose of this activity is to investigate the impact of educational change on individuals by analizing events in the lives of two Africans. The activity involves making comparisons and evaluating a generalization about the effects of educational change.

The specific objectives of this activity are:

To know some significant ways in which education affects the lives of Africans.

To interpret written data.

To analyze data by making comparisons.

To be able to evaluate generalizations.

B) Materials: student booklet CHANGING AFRICA

C) Suggested Teaching Strategy:

1) Tell the students that some scholars have made the following generalization: When educational change occurs rapidly, personal frustrations and tensions will result. Write this on the board. Insure that students understand the meanings of the words "frustrations" and "tensions". Ask: WHAT WERE THE FRUSTRATIONS AND TENSIONS IN THE LIVES OF OBI OKONKWO AND TOM MBOYA?	Students may answer: Obi Okonkwo was frustrated by money problems and by his father's clinging to the old tradition of the "osu." Tom Mboya was frustrated by money problems and racial prejudice.
2) Ask: TO WHAT EXTENT WERE THESE TENSIONS CAUSED BY EDUCATION?	Students may say that Obi's education made him aspire to a style of life that he could not afford, and that education made it hard for him to accept his father's old traditions. Mobya's education caused some frustrations over money and, indirectly, racial discrimination.

3) Ask: COMPARE OBI'S AND MBOYA'S EDUCATIONS IN EACH OF THE FOLLOWING RESPECTS: a) WHY THEY EACH WANTED AN EDUCATION. b) HOW THEY FINANCED THEIR EDUCATIONS. c) WHAT THEY STUDIED.	The student comparisons might be: a) Obi wanted the luxury and privilege of a "European" post:, whereas Mboya wanted to do something useful for his people. b) Obi's education was financed by his village. Mboya financed part of his education by working and part through a scholarship. c) Obi studied literature, philosophy and history whereas Mboya studied sanitary engineering and subjects related to government and industrial relations.
4) Ask: ON THE BASIS OF YOUR COMPARISONS, SUGGEST THREE REASONS WHY OBI MET WITH FAILURE AND TOM MBOYA WAS SUCCESSFUL.	The students might infer that: 1) Obi's ambitions were selfish and unrealistic whereas Mboya's ambitions were practical and prompted by Kenya's needs. 2) Obi was financially obligated to his village, whereas Mboya had no such debts. 3) Obi studied literature and philosophy, whereas Mboya studied subjects that could be practically applied to his country's needs.
5) Refer the students to the generalization written on the board earlier in the class. Ask: ON THE BASIS OF YOUR INVESTIGATION, DO YOU AGREE WITH THE GENERALIZATION? WHY?	The students may conclude that tensions and frustrations may result, but that some individuals will make the necessary personal adjustments. Some students may refer to Mboya's statement that many African leaders still have strong ties with their rural relatives and that he himself does not expect his relatives to conform to his practices.
6) If time remains, ask: DO YOU THINK THAT THE GENERALIZATION ALSO APPLIES TO YOUR OWN EXPERIENCES? WHY?	

7) For homework direct the students to read pp. 61-69 (Africans Look at Their Cities) in the booklet CHANGING AFRICA. After they have read this assignment each student should write a description of no more than one page in length of what a visitor might expect to see in a typical African city.

AFRICA SOUTH OF THE SAHARA

TOPIC III

UNIT IV

THE AFRICAN CITY

A TEACHING GUIDE

PROJECT AFRICA
Carnegie-Mellon University

1969

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UNIT IV

AFRICAN CITIES

The forces of social change in modern Africa converge with a sometimes shattering impact in the cities. It is here that work is organized in factories and assembly lines and the products of industry distributed. African universities are located in the metropolitan centers as are the sprawling government bureaucracies (which in some African cities employ a majority of those in the money sector of the economy). The sharp contrasts between the speeding forces of change in the city and the more leisurely pace of village life and the impact of this change on people who come to the city are the subjects of this unit.

Though the materials and activities of this unit focus on the impact of city life on people in Africa, teachers should be alert to opportunities that might allow students to compare the results of their investigations to their own lives. Like Africans, Americans are moving from rural areas to the city and have the problems of urban sprawl and slums. The structure of both the American and African families is being altered by these changes. By understanding the impact of the city on Africans we can, perhaps, better understand the sources of our own urban dilemna as well as those factors that can enhance the quality of our lives.

The major objectives of this unit are:

To know the varieties and contrasts in African cities.

To know the nature of the impact of urban life on people in Africa.

To know the relationship between urbanization and other developments in changing Africa.

To practice and refine the skills of intellectual inquiry.

This unit consists of four activities:

Activity	Purpose	Materials
1	To introduce the study of the impact of city life on people in Africa.	Filmstrip: Changing Africa #2, Part 2 Booklet
2	To investigate the impact of urbanization on family structure	Study Guide Transparencies
3	To know ways in which Africans have tried to make adjustments to city life.	Study guide Booklet
4	To know the relationship between urbanization and other aspects of African development.	Study guide Booklet

AFRICAN CITIES -- ACTIVITY 1

A TEACHING GUIDE

A) Introduction: The purpose of this activity is to introduce the study of African cities. It focuses on the variety of activities found in African cities and the impact of these on people's lives.

The specific objectives of this activity are:

To know that African cities have a wide variety of people, activities and living conditions.

To know that many problems of adjustment are encountered by people who live in the city and to know what some of these problems are.

To interpret written and visual data.

To make inferences from data.

To hypothesize.

B) Materials: Filmstrip: Changing Africa #2, Part 2
Booklet: CHANGING AFRICA

C) Suggested Teaching Strategy:

1) Refer the students to their homework assignment. Ask: WHAT WOULD YOU EXPECT TO SEE IF YOU VISITED AN AFRICAN CITY?	Students might answer: Many different kinds of people Slums Factories Shops Crowds Contrasts of rich and poor etc....
2) Ask: WHAT SEEMS TO HAVE BEEN THE IMPACT OF THE CITY ON AFRICANS?	Students might respond: For some, the city seems to have been confusing. They encountered discrimination, crowded housing, slums, greed, etc. They also were fascinated and inspired by the city.
3) Show the filmstrip CHANGING AFRICA #2, Part 2. Direct the students to jot down in a word or short phrase, on a sheet of paper their impressions of African city life.	

4) Ask: DOES THE FILMSTRIP CONFIRM YOUR STATEMENT MADE EARLIER IN CLASS ABOUT WHAT YOU WOULD EXPECT TO SEE IN AN AFRICAN CITY? WHY?	The students might note that, in addition to the slums, factories, shops, etc., there seem to be different kinds of cities.
5) Ask: WHAT DO YOU THINK ARE SOME OF THE PROBLEMS PEOPLE ENCOUNTER IN CITIES LIKE THESE? (Re-show frames 24, 26, 27, 29, 30, 32 and 33 to help the students in answering this question.)	Students may answer that people may find problems in: Poor housing conditions. Conflict between rich and poor. Conflict between old and new. The confusion of crowds and different types of people. Etc....
6) Tell the students that their homework assignment deals with different aspects of the problems of city life in Africa. Hand out the worksheet West African City, and direct the students to answer the questions using the map and statistics West African City on page 70 in their booklets CHANGING AFRICA.	

CHANGING AFRICA #2

PART II

Notes to the Teacher

	TITLE PART 2	CHANGING AFRICA #2
Introduction	1	Abidjan, Ivory Coast
	2	Old city from Mosque, Kano, Nigeria
	3	Nairobi, Kenya
	4	Lamu, Kenya
	5	Accra, Ghana
Administration	6	Parliament House, Kampala, Uganda
	7	Emir's house, Ilorin, Nigeria
	8	Marketing Board, Mwanza, Tanzania
	9	Post Office, Kano, Nigeria
Commerce	10	Market, Kano, Nigeria
	11	Indian shops, Kampala, Uganda
	12	Kenyatta Avenue, Nairobi, Kenya
	13	Record shop, Nigeria
Industry	14	Nile Brewery, Uganda
	15	Sign, Kampala, Uganda
	16	Die Pits, Kano, Nigeria
	17	Docks, Port Elizabeth, Rep. of South Africa
Religion	18	Mosque, Kano, Nigeria
	19	Church, Nigeria
	20	Hindu Temple, Kampala, Uganda
Education	21	Library, Makerere University, Uganda
Housing	22	Ford flats, Kampala, Uganda
	23	Hausa house, Kano, Nigeria
	24	Slum housing, Addis Ababa, Ethiopia
	25	Apartments for Africans, Salisbury, Rhodesia
	26	Homes for Africans, Johannesburg, Rep. of S. Africa
People	27	Modern house, Kololo, Uganda
	28	Street scene, Lamu, Kenya
	29	Kenyatta Avenue, Nairobi, Kenya
	30	Old city, Kano, Nigeria
	31	Shop, Dar es Salaam, Tanzania
	32	Unemployed men, Nairobi, Kenya
	33	Cafe, Kinshasa, Congo Republic

NAME ______________________________

STUDY GUIDE -- ACTIVITY 2

A WEST AFRICAN CITY

Directions: Answer each of the following questions using the map and statistics West African City on page 70 in the booklet CHANGING AFRICA

1. How many miles would one have to travel if he went by bus from the airport to either of the mosques?

2. How many miles would one have to travel if he went by bus from the government offices to the main business district? ____________

3. On which side of the river (east or west) would you expect to meet the greatest variety of people? Why?

4. What is the main difference between the businesses on the east side of the river and those on the west side?

5. What occupations would you expect to find among the people who live on the east side of the river? What are your reasons?

6. What occupations would you expect to find among the people who live on the west side of the river? What are your reasons?

7. What might be some of the advantages of living on the east side of the river? The disadvantages?

8. What might be some of the advantages of living on the west side of the river? The disadvantages?

9. Which part of the city most likely represents African cities of the future? Why?

AFRICAN CITIES -- ACTIVITY 2

A TEACHING GUIDE

A) Introduction: This activity is a continuation of the theme of the previous activity, but it focuses more directly on the impact of city life on families. It is an investigation of the changes in the style of life of people that might occur as an extended family is transformed into a nuclear family.

The specific objectives of this activity are:

To know the distinguishing characteristics of the extended and nuclear families.

To know some of the advantages and disadvantages of living within extended and nuclear families.

To interpret maps, statistical data and diagrams.

To make inferences from data.

B) Materials: Study Guide, Activity 2 -- A WEST AFRICAN CITY
Transparencies: EXTENDED FAMILY
NUCLEAR FAMILY

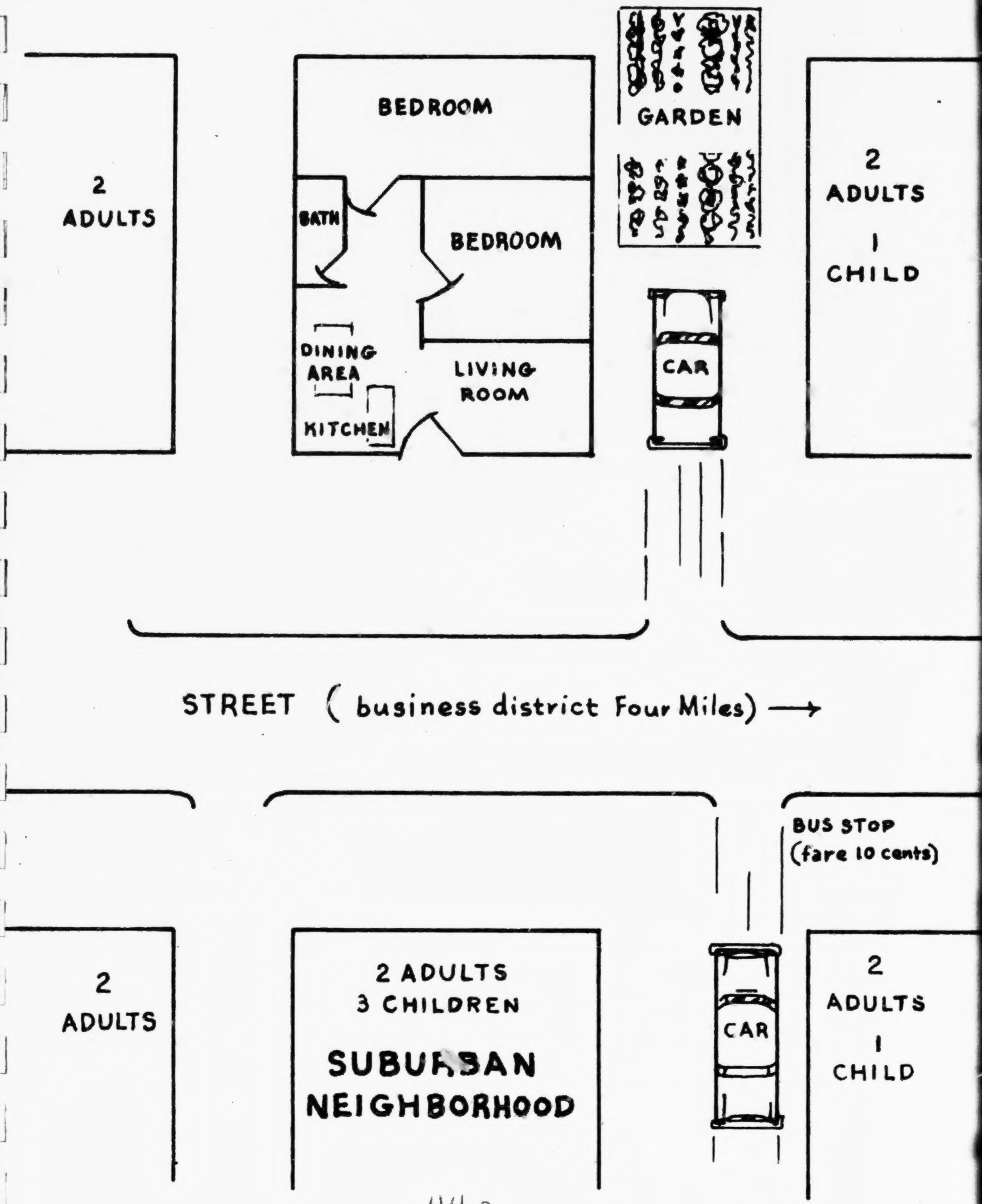
C) Suggested Teaching Strategy:

1) Refer the students to their homework activity. Ask students for their answers to questions 1-6. (Do not spend more than five minutes on this.)	
2) Refer students to question #7. Ask: WHAT MIGHT BE SOME OF THE ADVANTAGES OF LIVING ON THE EAST SIDE OF THE RIVER? THE DISADVANTAGES?	Students might say the advantages are: Convenience to small shops. Less noise and smoke from from factories and railroads. Close to mosques. Mostly people from the same tribe. Students might say the disadvantages are: Inconvenient to airport, offices, factories and big stores. Streets seem twisted and confusing. Neighborhood more crowded.

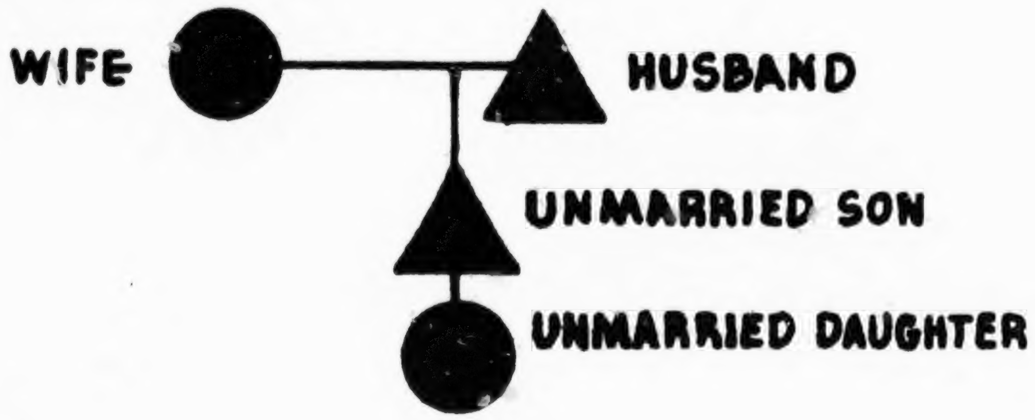
3) Refer the students to question #8 Ask: WHAT MIGHT BE SOME OF THE ADVANTAGES OF LIVING ON THE WEST SIDE OF THE RIVER? THE DISADVANTAGES?	Students might list the advantages as: Convenience to transportation, offices, stores and work. Straighter streets. Less crowded conditions. More different kinds of people. Students might list the disadvantages as Less convenient to small shops. More "hustle and bustle" from industry, government, education, etc. Confusion of different kinds of people....
4) a) Tell the students that we are going to investigate in more detail the lives of people living on each side of the river. Tell the students that we will first examine a family on the east side. Project the base transparency Extended Family on the screen. Ask: HOW DOES THIS FAMILY DIFFER FROM FAMILIES YOU KNOW?	Students might note the two wives, the number of children and relatives, and the size of the family.
b) Project the first overlay (HOUSE PLAN). Ask: WHAT SEEM TO BE THE ADVANTAGES AND DISADVANTAGES OF THIS ARRANGEMENT? (Tell the students that the work area is where the father and his sons ply their trade.)	Students might list the advantages as: Plenty of companionship Close to work Fathers and sons work together (no generation gap). Students might list the disadvantages as Too crowded. Wives might quarrel. Little privacy. Relatives might be a burden.
c) Project the second overlay (NEIGHBORHOOD). Ask: WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF LIVING IN THIS NEIGHBORHOOD?	Students might list the advantages as: Many necessities and conveniences close at hand. Interesting activities going on. Close to relatives. Good for trading. Students might list the disadvantages as Much congestion. Possible health and safety hazards due to crowding. No open area. Possible lack of privacy.

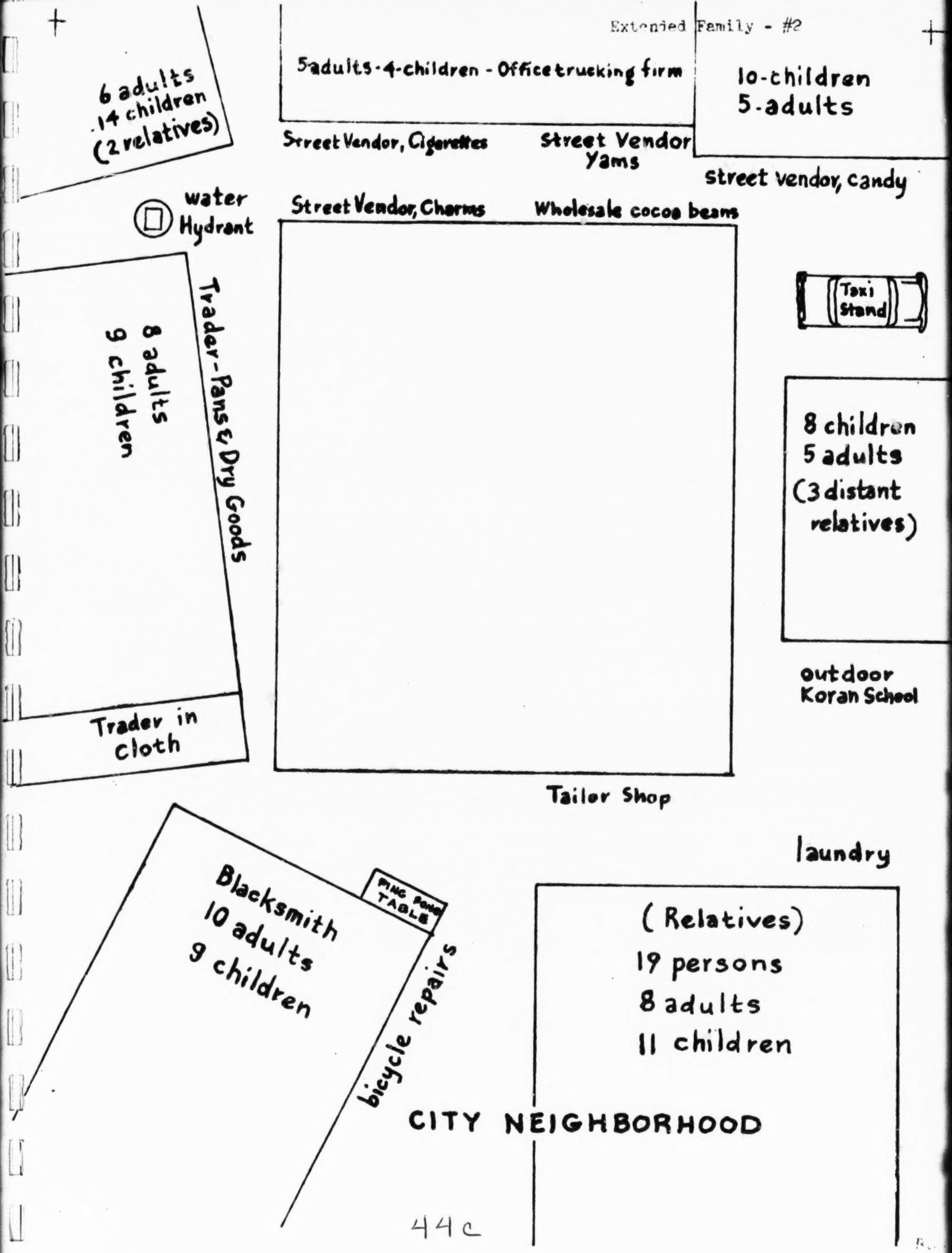
5) Direct the students to examine a family on the west side of the river. Project the transparency Nuclear Family. Ask: HOW DOES THIS FAMILY DIFFER FROM THE EXTENDED FAMILY?	Students might say that it is smaller, only one wife, no relatives, etc.
Ask: WHAT SEEM TO BE THE ADVANTAGES AND DISADVANTAGES OF LIVING IN THIS HOUSE AND NEIGHBORHOOD?	Students might list the advantages as: More privacy. Less congestion. Less chance of relatives intruding. More open area. Etc.... Students might list the disadvantages as Inconvenient to stores and place employment. No family to help with household tasks. No chance for wife to trade or make extra money. Probably more expensive (car, bus fare, etc.).
6) Ask: WHAT MIGHT HAPPEN TO PEOPLE AS THEY CHANGE FROM THE EXTENDED FAMILY TO THE NUCLEAR FAMILY? (Write the student answers on the board.)	Students might say that people will have to earn more money and will have less help and companionship. They will also have more privacy, comforts and conveniences.
7) Tell the students that we are going to investigate details from the life of one person who made the change. Direct the students to read A MAN OF THE CITY, pp. 71-75 in their booklets, and to note such things as how many jobs the man had held and how many places he had lived.	

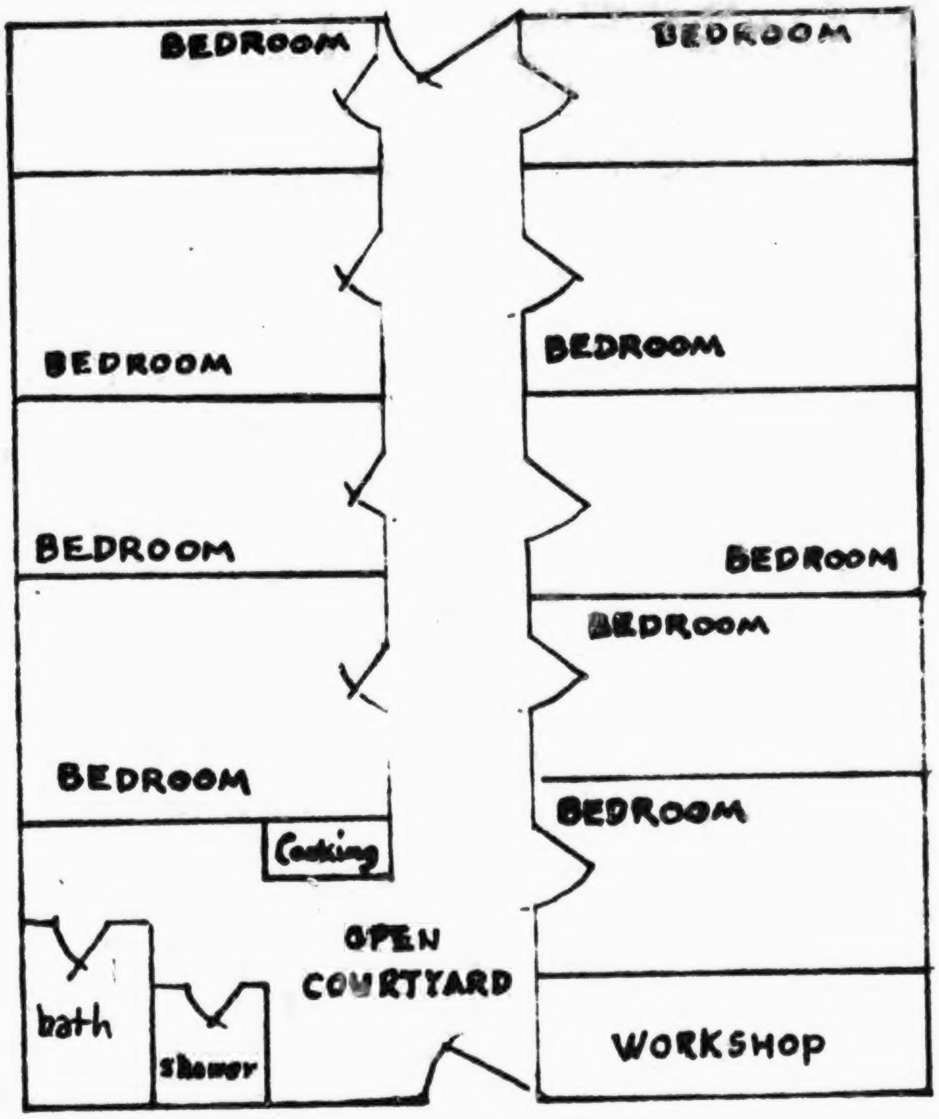
Nuclear Family - #1.


BEDROOM
GARDEN
2 ADULTS
BATH
BEDROOM
2 ADULTS 1 CHILD
DINING AREA
LIVING ROOM
CAR
KITCHEN
STREET (business district Four Miles) →
BUS STOP (fare 10 cents)
2 ADULTS
2 ADULTS 3 CHILDREN
SUBURBAN NEIGHBORHOOD
CAR
2 ADULTS 1 CHILD

NUCLEAR FAMILY


WIFE
HUSBAND
UNMARRIED SON
UNMARRIED DAUGHTER

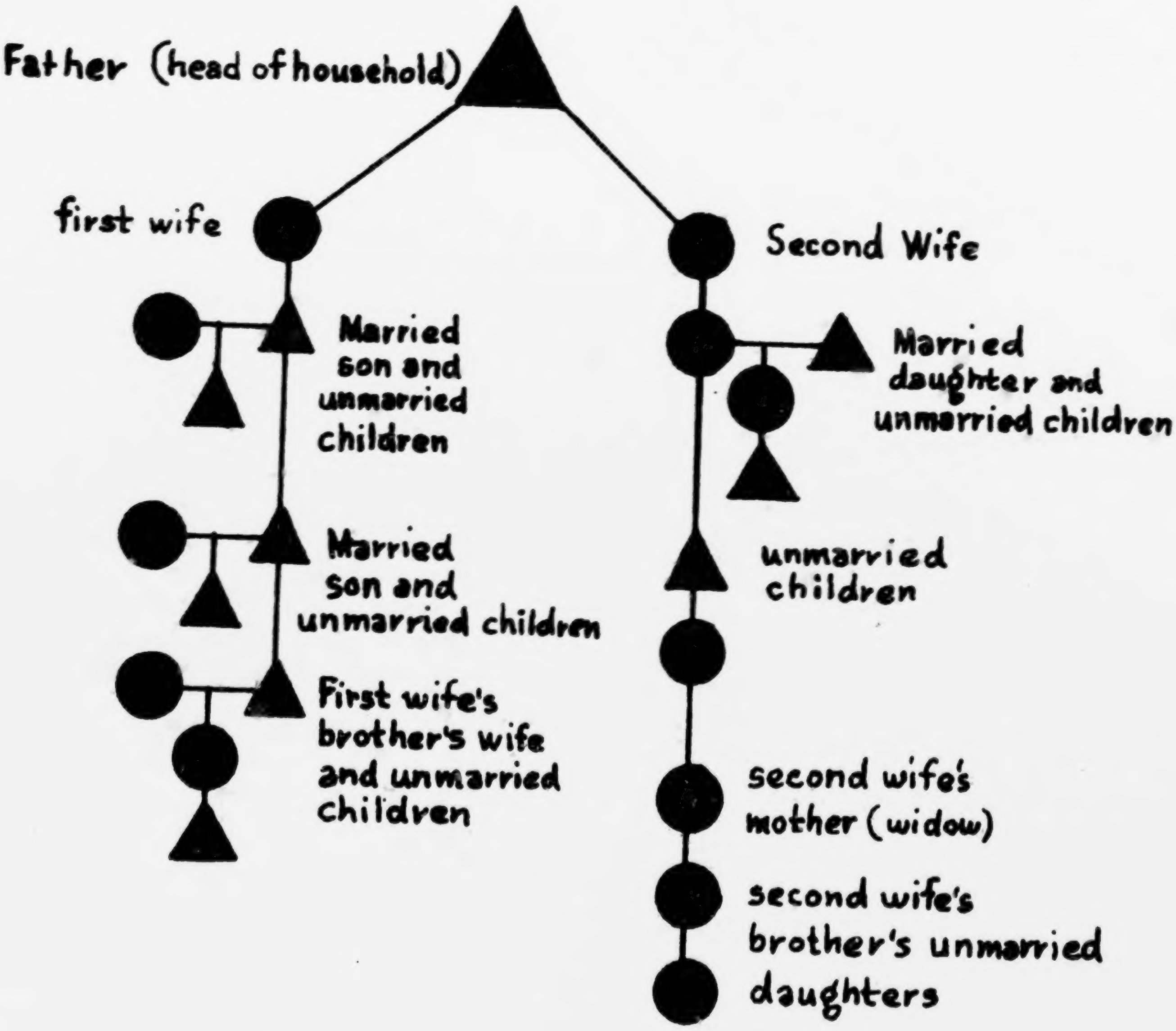

6 adults
14 children
(2 relatives)
5 adults - 4 children - Office trucking firm
10-children
5-adults
Street Vendor, Cigarettes
Street Vendor Yams
street vendor, candy
water Hydrant
Street Vendor, Charms
Wholesale cocoa beans
Taxi Stand
8 adults
9 children
Trader-Pans & Dry Goods
8 children
5 adults
(3 distant relatives)
outdoor Koran School
Trader in cloth
Tailor Shop
laundry
Blacksmith
10 adults
9 children
PING PONG TABLE
bicycle repairs
(Relatives)
19 persons
8 adults
11 children
CITY NEIGHBORHOOD


BEDROOM
BEDROOM
BEDROOM
BEDROOM
BEDROOM
BEDROOM
BEDROOM
BEDROOM
BEDROOM
Cooking
OPEN COURTYARD
bath
shower
WORKSHOP

Floor Plan - House

Extended Family - Base

EXTENDED FAMILY



Father (head of household)
first wife
Second Wife
Married son and unmarried children
Married daughter and unmarried children
Married son and unmarried children
unmarried children
First wife's brother's wife and unmarried children
second wife's mother (widow)
second wife's brother's unmarried daughters

AFRICAN CITIES -- ACTIVITY 3

A TEACHING GUIDE

A) Introduction: This activity continues the study of the impact of the city on families and individuals. It is designed to identify the basic needs that must be fulfilled to make city life satisfying and to investigate ways in which Africans have met these needs.

The specific objectives of this unit are:

To know some of the problems encountered by individuals as they change from the extended to the nuclear family.

To know some of the basic human needs that must be satisfied to make life in a city rewarding.

To know how voluntary associations in African cities supply some of the needs of city-dwellers.

To be able to interpret written data.

To make inferences from data.

To cooperate with others to obtain data.

B) Materials: Study guide: DRUMS AND FRIENDSHIP
booklet: CHANGING AFRICA

C) Suggested Teaching Strategy:

1) Refer students to their homework assignment. Ask: IS PETER'S FAMILY AN EXTENDED FAMILY OR A NUCLEAR FAMILY?	Students might say that it is a nuclear family.
Ask: WAS PETER A HAPPY AND SATISFIED MAN? WHY?	Students might answer that Peter was unhappy, frustrated and lonely. They might offer the reasons that he didn't have enough money to return home in style or join the modern elite. He didn't have anyone to help him.
2) Ask: IS THERE ANYTHING IN THE PATTERN OF PETER'S LIFE -- HIS JOBS, FRIENDS, PLACES OF RESIDENCE, ETC. -- THAT HAVE MADE HIM A LONELY AND FRUSTRATED MAN?	Students might suggest that his many jobs (seven listed) and the many cities he had lived in (eight mentioned) might have contributed to his lonliness. Despite his ambition and hard work, he couldn't make enough money to acquire prestige in the city or retire in style to his native village.

3) Ask: WHAT NEEDS (OTHER THAN FOOD, CLOTHES AND SHELTER) DID PETER (AND ALL PEOPLE) HAVE THAT MUST BE MET TO MAKE LIFE IN A CITY SATISFYING? List these on the board.	Student responses might fall in the following categories: Social Cultural Religious Welfare Recreational Political Etc....
4) Divide the class into five or six groups. Distribute the handout DRUMS AND FRIENDSHIP and assign each group to investigate a different one of the category of needs listed on the board. (ie: the first would try to find those organizations that would meet the need for religion; a second group would identify those organizations that would meet needs of recreation; and so on.) In fifteen minutes each group is to report to the class the names of the organizations that seem to fulfil the need they are investigating.	
5) Have each group make its report to the class. Ask: TO WHAT EXTENT ARE THESE ORGANIZATIONS NEW TO AFRICAN LIFE?	These organizations are really a transplantation of village institutions to the city with special modifications to facilitate adjustment to the needs of city life.
Distribute the handout AFRICA TODAY, and direct the students to answer the questions for their homework assignment.	

DRUMS AND FRIENDSHIP
VOLUNTARY ORGANIZATIONS IN AFRICAN CITIES

One of the unique features of African cities is the unusually large number of voluntary organizations (called "associations," unions, etc.) that have been formed to make city life safe and enjoyable. Every African city-dweller, by virtue of his membership in an extended family and tribe, is automatically eligible for membership in one or more associations, and his job, religion, neighborhood, age and interests make him eligible for many more.

The following are descriptions of just a few of the types of organizations that can be found in a typical West African city:

Friendship Society:

Membership -- Men and women of all tribes and occupations.

Benefits -- Payment to members of £5 ($12.00 U.S.) on the birth of a child, death in the family or marriage of a member.
-- Payments to unemployed members.
-- Helps unemployed members get jobs.

Cost to Members-- £1 ($2.40 U.S.) initiation fee, and three cents weekly dues.

Other Activities--Holds dances, song festivals and rummage sales to raise additional funds. Members are fined one penny if they use cross words to another member.

Vodu (Voodoo) Society:

Membership -- Men, women and children (usually illiterate workers and their families)

Benefits -- Protection against witchcraft and evil spirits (considered the causes of disease and jealousy).

Cost to Members-- Twenty-five kola nuts. Applicants must confess their sins and swear that they will obey the Ten Commandments.

Other Activities--Meetings are held on Sunday afternoon, and feature four or five hours of singing, drumming and dancing.

Muslim Holy Ground Society:

Membership -- Muslim men.

Benefits -- Pays members £1 on birth of a boy or a death in the family, with smaller payments for sickness, marriage or arrest.
-- Organizes and helps finance pilgrimages to Mecca.

Cost to Members-- Members are expected to donate a percentage of their incomes to the society.

Other Activities--Try to teach modesty to college girls.

Lion Mask Society:

Membership -- People of the Mandinke tribe living in the city.

Benefits -- Entertainment and companionship.
-- Promotion of tribal music and art.

Cost to Members-- No fees or dues.

Other Activities--Sponsor yearly festival for townsmen and tourists. Appeared for one month at World Fair in New York.

Presley Club: (Named for American movie star Elvis Presley.)

Membership -- Teenagers. (Applicants must demonstrate knowledge of seven modern dances before being admitted.)

Benefits -- A chance for boys and girls to meet.
-- Entertainment

Cost to Members-- Weekly dues of four bottles of pop, or the equivalent in money.

Other Activities--Parties and dances are organized to celebrate family events, religious observances or national holidays.

Star of Africa Drum Club:

Membership -- Men and women of all ages.

Benefits -- Entertainment, companionship and sickness benefits.

Cost to Members-- Cost of uniforms and drums.

Other Activities--Provide drumming for funerals, parades, political rallies, weddings, family celebrations, etc. They have competitions with other drum clubs. Spectators contribute funds.

Lorry Driver's Union:

Membership -- Truck drivers and their helpers.

Benefits -- Accident insurances
-- Legal assistance
-- Negotiate wages and freight rates

Cost to Members-- £ 60 initiation fee and £6 yearly dues.

Paisley Football Club:

Membership -- Boys and men proficient in football (soccer).

Benefits -- Recreation

Cost to Members-- Free.

Other Activities--Donations from spectators pay for uniform and field rentals. Surplusses are spent on an end-of-season dance.

Progressive League:

Membership -- Everyone, but special emphasis on registered voters.

Benefits -- Works for the election of members to political office.
-- Recreation and companionship.

Cost to Members-- £ 1 fee (most members don't pay).

Other Activities--Activities include parades, rallies, dances, leadership courses. Money comes from highly-placed politicians and others seeking "favors".

Ugbo Progressive Union:

Membership -- Ijaw's from the Ugbo District living in the city.

Benefits -- Payment to members of £10 ($24.00 U.S.) on the birth of a child, death in the family, or marriage of a member.
-- Payments to unemployed members.
-- Loans for education.
-- Money for roads, schools and hospitals in Ugbo District.
--Payments of doctor's fees for members who are sick.

Cost to Members -- £5 per year. Wealthy members are expected to contribute more. Members are expected to donate generously when special needs arise.

Other Activities--Weekly meetings held at members houses. Food, drink and entertainment are provided by the host.

Pilot Club:

Membership -- Educated and wealthy Africans and Europeans

Benefits -- Entertainment and recreation.

Cost to Members-- £200 initiation fee and £175 yearly dues.

Other Activities--Golf course, pool, bar and dining facilities featuring French cuisine. English is the official language.

AFRICAN CITIES -- ACTIVITY 4

A TEACHING GUIDE

A) Introduction: This is the concluding activity for the study of life in African cities. Its purpose is to investigate the relationship between urbanization and other aspects of life in Africa. The activity concludes by asking students to make predictions about life in African cities in the future and to make comparisons with their own life expectations.

The specific objectives of this activity are:

To know that there is a direct relationship between the percentage of people living in cities and per-capita income, literacy and health standards.

To translate statistical tables into bar graphs.

To make meaningful generalizations by interpreting and comparing data in grahps.

To predict population trends.

To make inferences from data.

B) Materials: Study guide: AFRICA TODAY
Booklet: CHANGING AFRICA

C) Suggested Teaching Strategy:

1) Refer the students to their homework assignment. Check quickly the class answers to questions 2-4. Refer the students to question number 5. Ask: WHAT SEEMS TO BE THE RELATIONSHIP BETWEEN THE PERCENTAGE OF PEOPLE LIVING IN TOWNS AND THE PERCENTAGE WHO CANNOT READ AND WRITE?	Those countries that have the smallest percentage of people living in towns tend to have the highest percentage of illiterates.
2) Refer to question 6. Ask: WHAT SEEMS TO BE THE RELATIONSHIP BETWEEN THE PERCENTAGE OF PEOPLE LIVING IN TOWNS, NEWSPAPER CIRCULATION AND AVERAGE YEARLY INCOME?	Students might express the relationship as the higher the percentage of townspeople, the higher the average yearly income and the greater the newspaper circulation per person.
3) Refer to question 7. Ask: WHICH GRAPHS DID YOU USE?	Students should have used graphs 2, 3 and 4.

Ask: WHAT SEEMS TO BE THE RELATIONSHIP BETWEEN THE PERCENTAGE OF POPULATION LIVING IN TOWNS AND HEALTH CONDITIONS IN AFRICA?	Students might say that people tend to have longer lives, more doctors per person, and lower infant mortality in countries where the percentage of people living in towns is highest.
4) Ask: ON THE BASIS OF THE INFORMATION, WHAT SEEM TO BE THE ADVANTAGES IN GENERAL OF LIVING IN A CITY?	Students might say that their incomes (and productivity) go up, education improves, and health standards are raised.
5) Refer the students to question #8. Ask: WHAT PERCENTAGE OF AFRICA'S POPULATION DO YOU PREDICT WILL LIVE IN CITIES IN 1975? IN 1985?	Students might say 20% in 1975 and 25% in 1985. (Allow a 5% variation.)
6) Ask: ON THE BASIS OF OUR STUDY HERE, WHAT WILL LIFE BE LIKE IN AFRICA IN COMING YEARS?	There will be more people living in cities. People will have problems of course--such as housing, jobs, social security, health and so on. Life will be varied and rich. People will be increasingly interdependent. Etc....
7) Ask: TO WHAT EXTENT IS THIS LIFE SIMILAR TO OR DIFFERENT FROM THAT WHICH YOU WILL BE LEADING IN A FEW YEARS?	She students will want to comment on problems and life they will be living in the near future.

NAME ________________________________

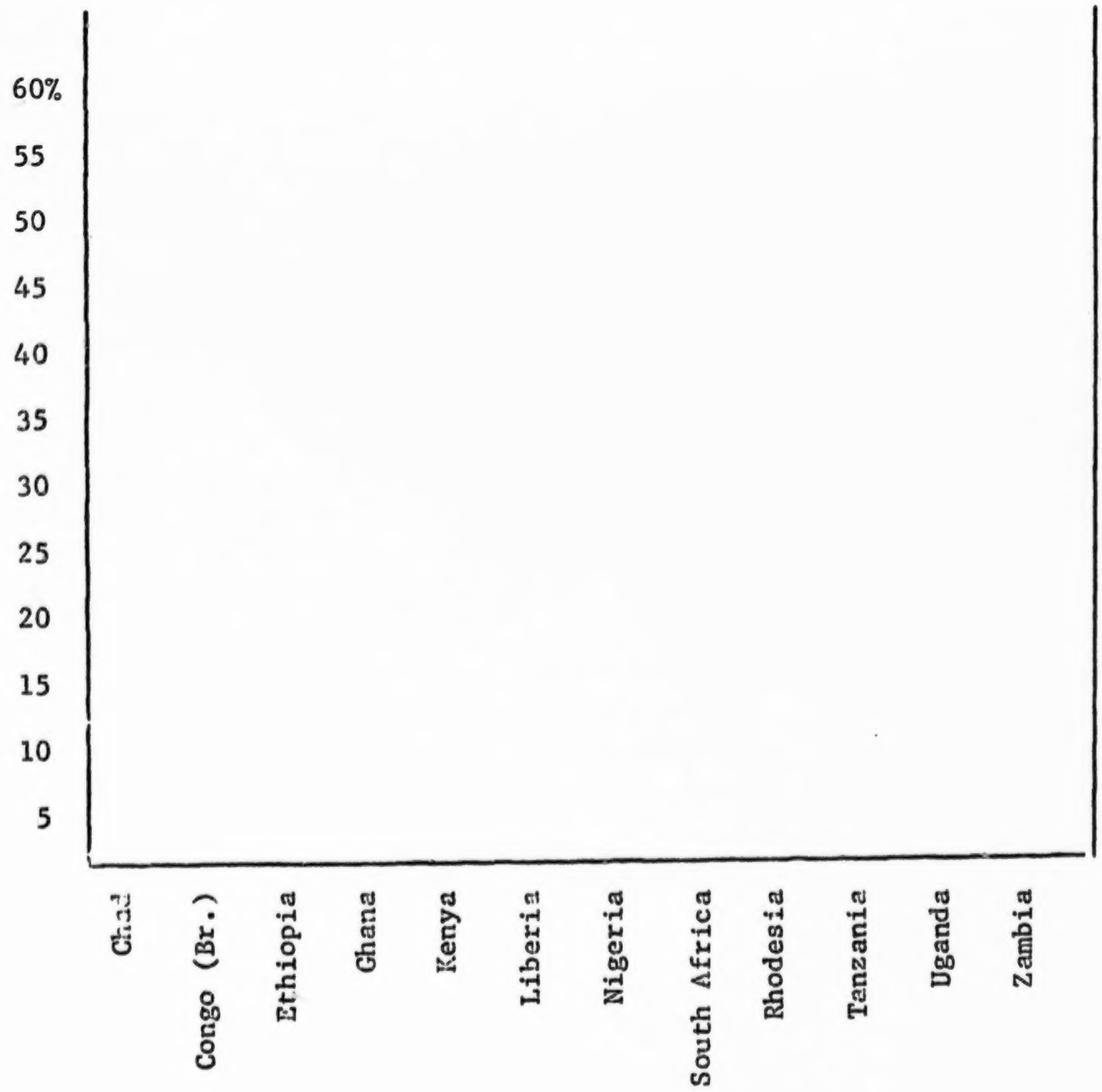
AFRICA TODAY

Study Guide -- Activity 4

1. Directions: Make a bar graph in the space provided below using the information in Table 1, Africa Today, p. 76 in your booklet CHANGING AFRICA. Use graphs 2-7, pp. 76-79, as your model.

Graph 1

Percent of Population Living in Towns of 20,000 or More



Directions: In answering the following questions refer to Africa Today, page 76 in the booklet, CHANGING AFRICA.

2. How long could you normally expect to live if you were born in Ethiopia?

3. What would be the average annual income that you could expect if you lived in Uganda?

4. Which country has the lowest number of people per physician?

5. Refer to Graph 1, Percent of Population Living in Towns of 20,000 or More, and Graph 5, Percentage of Population 15 and over who cannot Read and Write:

List below the six countries that have the smallest percentage of their population living in towns of 20,000 or more:	List below the six countries that have the highest percentage of population who cannot read and write:
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________
4. ______________	4. ______________
5. ______________	5. ______________
6. ______________	6. ______________

Write a statement which tells what the relationship is between the percentage of people living in towns and the percentage of people who cannot read and write:

6. Refer to graphs 6 and 7.

Listed below are the countries with the highest percentage of their population living in cities:	List below the six countries that have the greatest newspaper circulation per thousand people:	List below the six countries that have the highest average yearly income per person:
1. South Africa	1. ____________________	1. ____________________
2. Rhodesia	2. ____________________	2. ____________________
3. Congo (Br.)	3. ____________________	3. ____________________
4. Nigeria	4. ____________________	4. ____________________
5. Ghana	5. ____________________	5. ____________________
6. Zambia	6. ____________________	6. ____________________

Write a statement which describes the relationship between the percentage of people living in towns, newspaper circulation, and average yearly income per person.

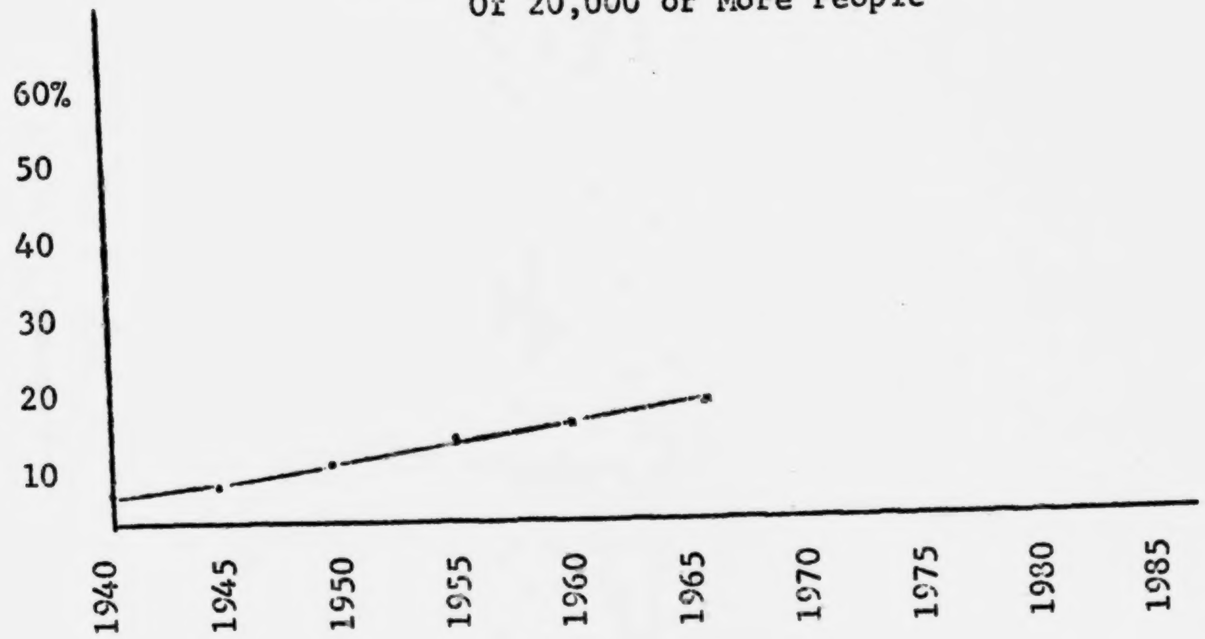
7. Write a statement which describes the relationship between the percentage of population living in towns and health conditions in Africa

Which graphs did you use?

Graph 8

AFRICAN CITIES

Percent of Population Living in Cities
Of 20,000 or More People



8. Answer the following questions by referring to the preceding graph (AFRICAN CITIES):

   a) What percentage of the population of Africa lived in cities with populations of 20,000 or more in 1955? in 1965?

   b) What has been the rate of increase in the percent of population living in cities of 20,000 between 1945-1955? between 1955-1965?

   c) What percentage of the population of Africa do you predict will live in cities in 1975 if present trends continue? In 1985?

   d) Indicate these percentages with a pencil dot in the appropriate place on the graph. Draw a line connecting the existing line with your dots to show your predictions.

9. List three problems that will face Africans if the population trends you have predicted take place.

AFRICA SOUTH OF THE SAHARA

TOPIC III

UNIT V

CONCLUSION TO AFRICA SOUTH OF THE SAHARA

A TEACHING GUIDE

PROJECT AFRICA
Carnegie-Mellon University

1969

48e

UNIT V

AFRICA SOUTH OF THE SAHARA

Conclusion

This is the concluding unit to the study of Africa south of the Sahara. It is designed to help the students wrap up their inquiry into the nature of this region, its people and their history. The questions around which the entire study has been organized--Who are the peoples of Africa? How did they come to be the way they are? What are they becoming?-- are also the organizing questions for this summary. In designing answers to these questions, the students will need to pull together and articulate what they feel are the most significant things they have learned to date about Africa and Africans.

To do this will, of course, require the students to employ some of the higher skills of intellectual inquiry. They will have to evaluate data, make judgements, note trends and relationships, apply what they have learned to new data and generally synthesize their entire study into a meaningful whole. The ability to engage successfully in these operations will to some degree attest to their success in mastering these skills during the course of their study of Africa. It will also give them practice in deciding for themselves just what is to be known and how it relates to them, for there are no "right" answers here. The test of "rightness" must now be the quality of the evidence cited in support of the generalities offered and the reasoning behind each position.

The major objectives of this unit are:

To know what Africans are and how they got that way.

To know significant features of life in Africa today.

To know ways in which we are similar to and/or different from Africans.

To practice and refine the skills of intellectual inquiry.

To feel satisfaction in knowing about Africa south of the Sahara.

This unit consists of three activities:

Activity	Purpose	Materials
1	To introduce the summary of the study of Africa.	THE AFRICAN WORLD Student notes
2	To draw conclusions and generalize.	Student notes
3	To apply ideas to and evaluate new data.	Study Guide for Activity 3 Evaluation Forms

CONCLUSION--ACTIVITY 1

A) Introduction: The purpose of this activity is to initiate a summary of this study of Africa, its peoples and their history. It is designed to help students begin to bring together their ideas about Africa and to work them into a meaningful whole. It is also intended to stimulate them to share their ideas and "pick each other's brains."

The specific objectives of this activity are;

To identify general characteristics of the peoples and history of Africa south of the Sahara.

To be willing to listen to other points of view.

To synthesize information into meaningful wholes.

B) Materials: Notebook paper
Student notes
THE AFRICAN WORLD

C) Suggested Teaching Strategy:

1) Write the following questions across the board:

#1 What are the people of Africa like?

#2 How did they get that way?

#3 What are Africans becoming today?

a) Point out to the class that it is now time to summarize the study of Africa and answer the questions originally posed. Divide the class into 6 or more small groups.

b) Assign each group to work on a different question (there should be at least 2 groups assigned to each question--but each should work independently of the other.)

c) Direct each group to brainstorm (and list) an answer to its question and then to decide what additional information they should consult to develop a complete answer.

(Allow 20 min. for the group work.)

A group investigating the question "How did they get that way?" might suggest that the following have shaped the lives, values and beliefs of Africans;

2) Have one person from each group report on the group's findings. List these on the board under the appropriate questions. Have all groups dealing with the same question report before going on to the next question.

   If time permits encourage students in other groups to comment on the ideas under questions which were not assigned to them.

   Have each member of a group copy his group's ideas (and all others he thinks of) in his notes.

3) Direct the students, for homework, to individually revise the list of answers to the question assigned their particular group. This list should have as much detail and as many specific examples for their opinions as possible. The students are to examine their notes and materials for the entire program to find specific evidence that tend to support or refute their group's ideas. This list should be brought to the next class. In doing this assignment the students should consult the newspaper THE AFRICAN WORLD and all other notes or materials they may have.

(Cont'd)

contact with outsiders:
  Arabs/Moslems
  Malaysians
  Indians
  Europeans
  Americans
  other Africans

trade and commerce
  across the Sahara
  across the Indian Ocean
  with Europe and America

their habitat
  climate
  vegetation
  topography

...etc....

CONCLUSION--ACTIVITY 2

A) Introduction: This activity is the first of a two-day activity designed to draw significant conclusions about Africa south of the Sahara. During this first day the students are asked to articulate valid answers to the basic questions that have been underlying their study thus far. In this way they are building a useful concept of this region and its people.

The specific objectives of this activity are:

To know the major characteristics of Africa's peoples today.

To practice and refine the skills of intellectual inquiry.

B) Materials:
student notes
list of items on assigned question
Study Guide for Activity 2

C) Suggested Teaching Strategy:

1) Write the three questions across the board:

#1 What are the people of Africa like?

#2 How did they get that way?

#3 What are they becoming today?

2) Have the groups reconvene as they were in the preceding class. Direct each to prepare a composite list in answer to the question on which it is working. Suggest that for each general statement or idea they offer they should give one or two specific examples for illustrative purposes. (Allow 20 minutes for this.)

3) Have each group report its conclusions to the class and write their general statements on the board under the appropriate questions. Encourage the groups working on the same question to question each others ideas and examples. Encourage the rest of the class to do the same and to make additions or deletions as they see fit.

4) Direct all students to copy into their notes all major ideas agreed upon as good answers to these questions.

5) Distribute the Study Guide for Activity 3. Direct the students, for homework, to examine the quotations on this study guide, to determine the major argument of each and to make a list of any inaccuracies or other weaknesses or errors in it.

NOTE

The statement on the Study Guide for Activity 3 is a fictionalized description based on opinions and views of Africa actually held by large numbers of people today (see E. Perry Hicks and Barry K. Beyer, "Images of Africa," Social Education, XXXII, No. 2, December 1968, pp. 779-784). It is used here as a foil to stimulate student articulation of a valid description of what Africa really is like and to give them an opportunity to apply skills of evaluation and analysis. At this point in the course, the students should immediately note that it is a totally false representation of Africa. Under no circumstances should they complete Activity 3 thinking this is a truthful statement--or for real!

Study Guide--Activity 3

THE TRUE AFRICA

Before the coming of the European, the African had no history. Education, religion, art and government were frustrated by the trivia of village life. Civilizations could hardly thrive in crude thatched huts and behind the menacing masks of native witch doctors. All this changed with the coming of the European. His guns carried the message of law and order which is the first requirement of civilization. Missionaires brought the twin blessings of education and religion, and began the lengthy task of stamping out such barbarous practices as polygyny and semi-nudity. Traders introduced modern, machine-made goods and acquainted the natives with the importance of money. The African was taught the virtue of hard work in European-owned mines and factories and was instructed in democracy by the colonial governments. In short, the European brought to the "Dark Continent" the things and ideas that lead to great events and the making of history.

The African who, therefore, wishes to understand himself--to know the sources of his conduct and the possibilities of his future--need look no farther than the sun-scorched deserts and steaming jungles of his continent. Isolated on the east and west by the broad expanse of oceans, and on the north by the trackless sands of the Sahara, Africa was denied contact with civilization. Within the continent, mountains, deserts and impenetrable rain forests combined with fierce animals, snakes and stinging insects to make trade and travel virtually impossible. The result has been that each tribe has developed its own primitive culture without the benefit of stimulating contact with other parts of the world or even the tribe in the next valley. The inhospitable climate renders all but the crudest agriculture impossible; the African has been forced from time immemorial to labor from dawn to dusk to extract a meager living from the land, with little time and energy remaining to develop the arts, government or religion.
Though some may talk boldly of the Africa of the future, the realities of geography and climate cannot be swept away by dreams.

Dr. Fitch-Moses Kaneris
University of Senghore

CONCLUSION--ACTIVITY 3

A) Introduction: This is the culminating activity in the study of Africa south of the Sahara. Its purpose is to identify by way of a conclusion a description of Africa and its peoples that is accurate and relevant in terms of the preceding study. It is also intended to provide students an opportunity to apply their knowledge and skills in a critique of several different views on Africa today. In the process of doing this, the students will clarify their own concept of Africa and at the same time find opportunities to use the information, ideas and skills developed during the course of this study.

The specific objectives of this activity are:

To know what Africans are like, how they got that way and what they are becoming.

To be confident in their own abilities to learn.

To practice the skills of intellectual inquiry.

B) Materials: Study Guide for Activity 3
Student notes and other materials
Evaluation

C) Suggested Teaching Strategy:

1) Direct the students to refer to the Study Guide for Activity 3 and their list of comments. Have them critique the quotation by citing specific data to support or refute the views expressed.

a) Direct the students to focus on the substance of the arguments by asking such questions as:

DO YOU AGREE OR DISAGREE WITH THIS STATEMENT? WHY OR WHY NOT?

b) Direct the students to focus on the words used--and on the kinds of evidence cited.

The author uses emotion-laden words having "bad" connotations to describe Africans--ie: primitive, menacing, crude, barbarous, inhospitable...etc...

c) Direct the students to analyse the basic assumptions of the author by asking such questions as: WHAT DOES THE AUTHOR MEAN BY CIVILIZATION?	One assumption plainly evident here is that civilization is equated with Europe and the western world and anyone not like that is thus uncivilized.
2) Conclude the critique by asking WHAT WOULD BE A MORE ACCURATE DESCRIPTION OF AFRICA AND AFRICANS?	
3) Then, ask: TO WHAT EXTENT--IN WHAT WAYS--ARE WE SIMILAR TO AFRICANS?--DIFFERENT? WHY?	Students should cite the facts that: we both wear clothes--although styles differ we both have similar needs and desires--needs for food, shelter, recreation, etc. and desires for success, personal satisfaction, etc. we both live in structures built out of easily obtained materials we both have laws, governments, work for livings, etc.... In general we share many basic simularities but there are some differences due to where we live, our past experiences as a people, our cultures and our individual aspirations. But we are all human.
4) Then have the students focus on the implications of the quotation such as that being examined by asking: WHAT KIND OF PROBLEMS DO STATEMENTS LIKE THIS POSE FOR PEOPLE?	People need to be aware that statements that appear to be authoritative can contain erroneous information or conclusions not supported by facts, that emotionally-charged words may be used to give incorrect impressions, that one should be cautious about accepting unexamined generalizations, etc...

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TOPIC III

CHANGING AFRICA

SOUTH OF THE SAHARA

TE499921

PROJECT AFRICA
Carnegie-Mellon University
1969

AFRICA SOUTH OF THE SAHARA

A Program of Study for
Secondary School Social Studies Students

TOPIC III

CHANGING AFRICA

PROJECT AFRICA

Carnegie-Mellon University
Pittsburgh, Pennsylvania

1969

NOTE

This is the student text for the unit on Changing Africa. It is to be used in conjunction with the instructional materials and lesson plans contained in the Teacher's Guide for Topic III.

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* * * * * *

This is only one of the series of booklets which contain the instructional materials and teaching guides developed by Project Africa for use in teaching about Africa south of the Sahara to students in grades 7-10 in American schools. The complete set of booklets includes:

1. Africa South of the Sahara - Introduction: A Teaching Guide
2. Africa South of the Sahara - Topic I: A Teaching Guide
3. Peoples of Africa South of the Sahara
4. Africa South of the Sahara - Topic II: A Teaching Guide
5. History of Africa South of the Sahara
6. Africa South of the Sahara - Topic III: A Teaching Guide
7. Changing Africa South of the Sahara

INTRODUCTION

This instructional program was developed by the staff and consultants of Project Africa, a social studies curriculum development project commissioned by the United States Office of Education. This project was originally located at The Ohio State University. It was moved to Pittsburgh's Carnegie-Mellon University in September 1968.

Project Africa was created on March 1, 1967. It was a 40-month project designed specifically to develop inquiry-oriented instructional materials and guides for use in improving learning about Africa south of the Sahara in grades 7-12 of American schools. The instructional materials contained herein were the first of a number of such materials intended for use in teaching about Africa south of the Sahara in 7-10th grade world geography, world history or world cultures courses. They represent the results of extensive research during the summer and fall of 1967 and of limited classroom tryouts during the spring of 1968.

These materials are in the form submitted to nation-wide field testing during the 1969 spring semester. By examining and adapting them to their own situations local schools will thus be able to include a vital, up-to-date, stimulating study of Africa south of the Sahara, its peoples and their culture as an integral part of their secondary school social studies curricula.

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These materials represent the results of the initial phase of Project Africa. They are only approximations of finished instructional materials and should be subject to extensive revision and refinement. It was the purpose of the classroom tryouts--for which these were prepared--to provide the experience and information needed to develop effective and worthwhile materials for use in teaching about Africa south of the Sahara in 7-10th grade social studies programs. The evaluation of the results of this experimentation is included in the Final Report of Project Africa (1970).

Dr. Barry K. Beyer
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Summer 1969

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UNIT I

SOCIAL CHANGE IN MODERN AFRICA

CHANGING AFRICA

There is a saying that "Nothing is so certain in life as change." This is especially true of the lives of the people living in Africa. Of course, not all Africans' lives are changing in the same way or at the same pace, but even the remote !Kung Bushman can expect his children's lives to be different from his own. Change occurs in all societies, but when it takes place slowly, over generations, it is hardly noticeable. However, today the lives of Africans are changing very rapidly, and the signs of change are everywhere.

Sometimes change is forced on people (the slave trade and colonial rule are just two examples). Other times things change because people want them to change. Such is the case in present-day Africa. Today most Africans are changing their styles of living because they want to; they expect much more from life--both for themselves and their children. The excerpts which follow suggest some of the changes now taking place and some of the reasons for these changes.

'MY SONS WON'T HAVE TO RUN AWAY TO GO TO SCHOOL', SAYS JOSHUA

Joshua Akol was...

"'My Sons Won't have to Run Away to Go to School,' Says Joshua," The People (Uganda), August 3, 1968, p. 6.

...to attend school.

* * * * *

"He who has not seen Kumasi (a city in Ghana) has not seen paradise."

--a saying in the rural areas of Ghana.

* * * * *

X is a twenty year old man of the Nhoni tribe (Rhodesia) who has been working in the mines near Johannesburg, South Africa, for approximately six months:

> "Many people from my village have gone to work in the cities. Some have gone to Salisbury and Bulawayo, but most have gone to South Africa, where they are certain to find work in the mines, and the pay is better.
>
> When my older brother returned after two years work in the mines, he had enough money to get some land of his own and to buy some cattle. He also brought my parents gifts--some cloth and a hurricane lamp. When I saw these things, I, too, wanted to go to the mines and earn money."

Y is thirty-three years old, living with his wife and two young children in a small apartment in a government housing project in Accra, Ghana. He works as a stock boy in a government-owned import firm. He is of the Fanti tribe, and his home village is sixty miles from the city.

> "I passed my primary exams in the government school located near my village, and could read, write and speak English better than most of my classmates. My parents had many children, so they could not afford to send me to secondary school. Since I had an education, and since there were no jobs for me in my village, I decided to go to the city to make my fortune. I have worked for a trucking firm, a cement plant and as a clerk in a dry-goods shop before taking my present position. I am studying accounting at night school, as there is presently a good chance for advancement for people with this training.
>
> I have not visited my village for two years; my wife is a city girl and she is unaccustomed to rural village life."

Z is approximately eighteen years old. She was picked up for questioning by the welfare authorities of Kinshasa, Congo Republic, after several people had observed her wandering aimlessly through some of the fashionable shops of the city. She had no money and had not eaten for several days.

> "I come from a village a day's journey from Kinshasa. Two years ago my parents forced me to marry an older man from my village who beat me and did not give me the pretty things I wanted. People from my village had gone to the city and returned telling of the many strange and wonderful things they saw there. I knew that they did not lie, for I could hear of these things on our radio and see pictures in the book at the trader's compound. On the day I decided to leave, I walked three miles to the highway. A man with a truck took me to Thysville, and another truck carrying lumber took me the rest of the way.
>
> I never want to return."

A is the forty-eight year old manager of a tea estate in Tanzania. In addition to his well-paying and responsible position, he is chairman of the district marketing board which transports and sells most of the agricultural products grown for export from the area. He has a son currently studying law in England and a daughter who is attending a teacher-training college.

> "I was born in a village just three miles from here. As a boy I attended the Church of Scotland Missionary School and, as I did very well in my studies, I was given a scholarship to the district secondary school. During my vacations I worked for Mr. C ____, who then managed the tea estate. He liked my work, particularly my promptness and my firm but just way of supervising the men who worked under me. Mr. C ___ recommended me to the district commissioner, who obtained a government scholarship for me to study modern agricultural methods at Makerere College in Uganda. After Uhuru, when many Europeans left Tanzania, I was put in charge of the estate.
>
> I have travelled many times to Dar es Salaam, and once to Nairobi to attend a conference, but I prefer to live my life on the estate close to my home village. My children, however, seem to prefer life in the city, and when their educations are complete I expect them to live there.

* * * * *

Chinua Achebe's novel Man of the People is a story of a bush politician elevated to Minister of Culture in a West African nation. Odili, one of his former student, is a teacher in a small private school in the countryside. Here he (Odili) talks about his plans for the future:

...I could not...

Chinua Achebe, A Man of the People. Garden City, New York: Doubleday and Company, Inc., 1967, pp. 104 and 28-29.

...myself a car.

In 1955 Africans of various occupation groups ranked twelve occupations according to their prestige. The ranking that they gave--#1 is highest and #12 is lowest--follows:

1 Clerk...

UNESCO, Social Implications of Industrialization and Urbanization in Africa South of the Sahara. France: UNESCO, 1956, p. 461.

...12 Unskilled worker.

Is this all...

J. Reed and C. Wake, A Book of African Verse. New York: Humanities Press, 1964, pp. 44-45.

...our separate dreams.

The Police Commissioner...

Paul Bohannan, ed., African Homicide and Suicide. Princeton: Princeton University Press, 1960, p. 248.

...and hanged herself.

5/6/7/8

Tell Me, Josephine is a personal advice column (similar to the familiar "Dear Abby" and "Ann Landers" columns syndicated in many American newspapers) that appeared in the *Central African Mail*, a newspaper published in Zambia. The following excerpts illustrate some of the problems encountered by people in a changing continent:

We intend marriage...

Barbara Nolen, ed., *Africa is People*. New York:
E. P. Dutton and Co., Inc., 1967, p. 115.

...a good job.

I recently married...

Barbara Nolen, ed., *Africa is People*. New York:
E. P. Dutton and Co., Inc., 1967, p. 117.

...reads the newspaper.

UNIT II

CHANGING PATTERNS OF WORK

LIFE IN AN AFRICAN VILLAGE

Life for most Africans begins in a village. Most Africans were born and raised in tribal villages and about 80% of them still live outside urban centers. Most villages are small--from ten to a hundred huts or houses, and they are surrounded by cultivated fields and grazing lands. Few villagers have to walk very far to their fields and most have their gardens at their doorstep. The style of hut varies by climate and custom, but they are typically small, thatched, with a verandah or cooking facility facing the village street. Sometimes a fence surrounds the hut to protect the gardens and graneries. A club house for the men might occupy a prominent location on the village street. The women have their meeting place at the community well or by the stream where they do their laundry.

Producing food is the main occupation of the village. Men usually do the heavy work in the fields, but their work is made lighter by the cooperation of friends and relatives. Boys frequently accompany their fathers to the fields, and though they may help with small tasks their duty is to learn how the work is done. If the work is especially hard or tedious, the men will break into a rhythmic work chant. This helps them coordinate their efforts (much like we might say: "One! Two! Three! PUSH!") and work together as a team. It also seems to make an unpleasant job more tolerable. Each type of job--lifting, pushing, chopping, carrying--has its own type of chant; the words can be very amusing and the tunes often have a catchy rhythm. After the work is done it is common practice for the owner of the field to have a feast for his helpers. He knows that the next day it will probably be his turn to help. The work is hard, the tools are simple, but the methods of work can make it seem lighter.

The schedule of farm work is set not by the clock or by a set routine but by the changing seasons. Brush clearing, plowing and planting must be done before the rainy season, and harvesting usually comes when the rains are over. Religious festivals mark the beginning and completion of these yearly work cycles.

During the rainy season and frequently through the year, little work needs to be done in the fields. Then the village farmer must undertake a variety of other tasks. Hunting and fishing are frequent and necessary activities which the men pursue with enthusiasm. Each is expected to fashion his own weapons and traps. A husband is expected to do the household repairs, though for big jobs, like thatching a roof or making a fence, he will enlist help from his relatives and neighbors.

Some men may devote all of their efforts to special crafts such as weavers or blacksmiths; others may make certain types of articles only after all their other work is done. Nevertheless, a village is quite likely to produce surpluses of some items such as cloth, baskets, carvings, dried fish, and vegetables. These are then sold or exchanged in local markets for things they would like to have. In most parts of Africa it is customary for both men and women to engage in occasional trading like this.

Women do the cooking, look after the children, clean the hut, gather wood, do the laundry and fetch the water. They also weed the gardens, gather mushrooms and gourds, and brew beer (which is regarded as an important food and provides a valuable source of otherwise scarce vitamins). Women also work closely with the men at planting and harvest time. The village women can count on help from their daughters, relatives and neighbors for many of their daily tasks. Their work is done in an atmosphere of gossip, joking, and singing.

Men usually have a higher status in village society than women, though the wives of prominent men, successful gardeners, and traders and mothers and grandmothers of large families also have high status. Among the men, chiefs and sub-chiefs occupy the highest place in society, and beneath them are the village headmen and the elder counselors (who advise the chief). Membership in ritual cults and age confer respect and succesful farmers, hunters and craftsmen also enjoy considerable status. Village society contains both rich and poor, but the rich are expected to share with those less fortunate, particularly during times of trouble. A generous and cooperative person invariably gains in status, and the value placed on sharing results in each village family having about the same standard of living.

Life in the village is organized around a yearly pattern of work, but time is always made for gossip, parties, beer drinking, visiting, religious festivals and initiations. No one is left out of the friendly pattern of village life; in the village, there are no strangers.

The African villager, however, must endure certain hardships. Food production may be diminished by soil erosion, lack of proper fertilizers, droughts, plant pests, or diseases that attack domestic animals. When these disasters strike, villages may be forced to move to new areas or even break up. Villagers weakened by a poor diet are more susceptable to tropical diseases and infections that are common to Africa. Raids, cattle-stealing, and tribal wars, though much less frequent than in the past, are all occasional sources of hardship in the more remote areas.

Despite these problems, village life still has its attractions. In the growing cities, most of the residents were either born in villages or have close ties with certain villages through relatives, friends, tradition and sentiment. These ties are kept alive by frequent visits between relatives in the village and the city. It is common practice for husbands to send their wives and children back to relatives in the village when they encounter hard times in the city. Villagers often send their children to live with relatives in the city, where there is a greater opportunity for schooling or learning a trade. Many city dwellers regard their stay in the city as temporary and dream of returning to their villages when they have saved enough money. A common theme in the popular music of Africa's crowded cities is the loneliness of men away from home and the fear that death will overtake them before they can return to the land of their ancestors. It has been said, "You can take the African out of the country but, you can't take the country out of the African."

LIFE IN THE MINES

In 1886, gold was discovered in the hills of the Witwatersrand, South Africa. The mining camp of Johannesburg was established in that same year. Prospectors came and then the men--black and white--to work the mines. Business followed, and then railroads, hospitals, factories, slums, and all the other things that make a modern city. The process whereby Johannesburg became a great city is being repeated in many ways throughout Africa. Like moths to a flame, Africans from the countryside are drawn to the city by the promise of money and new ways of life, and African cities are now growing at a faster rate than the cities in any other region of the world. As these new cities grow, the people whose lives are touched by them inevitably change.

Throughout the past decade, many Africans have left their villages to work in the mines near great cities. Peter Abrahams has described in his novel, Mine Boy, the experiences of one such young man, Xuma (pronounced k zum' a)--a Yabo from Nyasaland--who came to the Johannesburg mines in the early 1940's. Xuma went to the mines simply "because there was no work in my land." He knew little of the city and its ways and had no money. Fortunately he was befriended by Johannes, a "boss boy" (gang foreman) in the mines. They live in Malay Camp, one of the many slums that house Johannesburg's poor. Johannes takes Xuma to look for work....

They left Johannesburg...

Peter Abrahams, Mine Boy. New York: Humanities Press, 1966, pp. 54-63.

...how, Xuma through....

For Xuma the...

Peter Abrahams, Mine Boy. New York: Humanities Press, 1966, pp. 64-68.

...suddenly felt wet....

(Weeks and months pass. Xuma had become one of the best workers in the mine.)

"All right!" Xuma...

Peter Abrahams, Mine Boy. New York: Humanities Press, 1966, pp. 146 and 148-153.

...That is good.

INDUSTRIALIZATION IN AFRICA

There is disagreement in Africa over the question of how much encouragement newly-independent states should give to industry. The two readings which follow express two views on this problem.

A

One of the most glaring mistakes being made by the governments of newly-independent African states is the encouragement of industrialization. This policy completely ignores the history of human misery, exploitation of resources, pollution and urban blight that have accompanied rapid industrialization in other countries. Furthermore, the reorganization of society to conform to modern industrial requirements totally ignores certain truths about human nature.

Let us examine each of these arguments in some detail:

Africa is too poor to afford the vast sums of money necessary to build the factories, transportation facilities and machines that are the backbone of an industrialized economy. Even if these facilities are built, it will cost huge additional outlays of money to adequately house workers in the new industrial cities and to train workers in the complicated skills required by modern technology. The industrialized nations of the world are constantly changing their production techniques (automation, miniaturization, computers, etc.). Should some African nations succeed in industrializing, profits will have to be spent for the development of new production techniques if they hope to compete with the rest of the world.

African nations can try to pay for their new factories and machines by underpaying their workers. This means that not only will wages be low, but that money for adequate housing, medical benefits and old-age retirements will be lacking. Money can also be saved by such expedients as not installing costly anti-pollution devices on smoke stacks and pouring poisonous factory wastes into rivers and lakes.

Africa already has plenty of examples of the human price paid for industrialization. The slums that are found in some of the African cities are as depressing and squalid as those found anyplace in the world. Smoke from the smelters of the copper-belt in Rhodesia and the Rand pollute the air. The huge mine dumps that surround Johannesburg are ugly reminders of man's willingness to sacrifice the landscape for money. The price of industrialization, to be paid in ugliness and human misery, is too great for any people to pay.

There is an even stronger argument for avoiding the policy of rapid industrialization; it ignores the brutalizing effect of factory labor on human personality. Life in the African village is deeply satisfying. Work is regulated by the rhythmic pattern of nature, and not by factory whistles and alarm clocks. The villagers cooperate in all their difficult tasks, and the products of their labor are shared. The competition between groups and individuals that is a common source of tension in industrial societies is happily missing. Even the children are spared the pain of going to school, as they learn what is expected of them in life from their parents and the people of the village.

Those who are forced to break away from the village must accustom themselves to a way of life in which work is the essential condition of their existence. The family is dependent on the wage earner, and in the emergencies that occur in every industrialized society (sickness, loss of job, etc.) there is not the cushion of family and village to fall back on. Husbands, wives and children are separated for long hours of the day, giving rise to a host of problems from divorce to juvenile delinquency. New needs arise--such as the desire for money and to "keep up with the Joneses"--putting additional strains on the already harried wage earner.

No, Africa should not choose the path of industrialization. Let the rest of the world build factories, slums and pollute the environment, and let Africans find, in the security of their villages, the deep satisfaction and rewards of a saner way of life.

B

The new nations of sub-Saharan Africa must industrialize--and the sooner the better! There is no point in arguing that Africans are not yet ready for industry. Increasing numbers of Africans have acquired the desire for such things as radios, automobiles and television sets, and they will not be satisfied until they have the capacity to manufacture these items themselves.

Two points must be emphasized in this regard. First, African nations cannot forever be dependent on outside sources--often their former colonial rulers--for manufactured goods. To do so would mean that badly-needed money would continue to flow out of Africa and enrich the already prosperous industrial nations of the west. There can be no political independence without economic independence.

The second consideration deals with the future place of the new Africans in the world. A nation needs a modern industrialized economy if it is to gain influence and respect in world affairs. Industry is needed to support a national effort at education, defense and prosperity. A healthy economy is the best insurance for full employment and domestic peace. Africa must industrialize!

Fortunately, Africans have already made a good start. The Republic of South Africa stands as a shining example of what can be done. South Africa produces entirely from her own resources most of her requirements for steel. The fabulously rich and efficient gold mines of the Rand supply the nation with much of the wealth needed for further industrial development. New enterprises are being founded every year to meet the requirements of its growing industry and cities. The smoke rising from the factories of Durban and Johannesburg signal prosperity and a new way of life for South Africa's energetic people.

Other African nations can do the same. All the basic raw materials needed for industrial development--iron, coal, copper, manganese, petroleum--can be found in sub-Saharan Africa. Her forests are a rich source of lumber and wood pulp, and her grasslands can be used for cotton and wool production. These are products that Africa now exports to the outside world to be imported later (and at a higher price) in the form of manufactured goods. Better that Africans should build factories to transform these raw materials into finished goods and keep the profits themselves.

Though Africa currently lacks certain types of skilled manpower, these deficiencies can be remedied. The growing number of colleges and technical schools are already supplying capable workers and managers. Other Africans are acquiring the latest technical and managerial skills in universities overseas. Africans have traditionally been hard workers, and the willingness of many to travel long distances to work in the mines and factories is a testimony to their desire for progress.

Above all, Africans must be encouraged by their governments to abandon the unproductive, disease-ridden and dull life of the village. They must overcome their old attachments to the extended family and tribe and accustom themselves to a new way of life in which industrialial labor is the essential condition of their new existence. They must cease being villagers and tribesmen and become citizens of their nations, of Africa and the world.

UNIT III

EDUCATION IN AFRICA

AFRICANS GO TO SCHOOL

Nnana is one of the main characters in John Munonye's novel The Only Son. The theme of the novel is the distrust and misunderstanding caused when a son is educated in ways a mother cannot understand. The following excerpt describes in part how Nnana is enticed to go to school by his friend Ibe.

"Do you really...

John Munonye, The Only Son. New York: Humanities Press, 1966, pp. 93-95.

...out and hunt."

Education was an instrument chosen by missionaries and church teachers to convert Africans to Christianity and change certain customs (such as polygamy) that were offensive to Christians. T. M. Aluko, in his novel One Man, One Wife, describes how the mission teacher enrolled one student in his school.

Teacher struck a...

T. M. Aluko, One Man, One Wife. New York: Humanities Press, 1967, pp. 32-33.

...good at school."...

Sometimes the decision to go to school is made by someone else. Joseph Lijembe, a college student in Uganda, tells this true account from his own life in East African Childhood, edited by Lorene K. Fox.

When I was...

Lorene K. Fox, ed., East African Childhood. Nairobi: Oxford University Press, 1967, p. 29.

...from our village.

...Most adolescents consider...

Lorene K. Fox, ed., East African Childhood.
Nairobi: Oxford University Press, 1967, p. 30.

...to their parents.

Kisimi Kamara, the main character in William Conton's novel, The African, was selected to go to school by his father, but he was never really certain why an education was important until he received his first letter.

...Written in the...

William Conton, The African. New York:
Humanities Press, 1960, pp. 21-22.

...of me now.

A problem faced by many governments in Africa and Asia is the "scholar who does not return." Bright students sent overseas by their governments to study often do not want to return. The following conversation, from Lenrie Peter's novel, The Second Round, takes place on a dock in an African port between two casual friends who are awaiting the arrival of a boat from England.

"Do you know...

Lenrie Peters, The Second Round. New York:
Humanities Press, 1965, pp. 4-5.

...concentrated their gaze.

Independence had meant a new set of educational goals for some Africans. Weep Not, Child, by James Ngugi, tells of education and the struggle for independence in Kenya. The following conversation is between two brothers returning from a hunt...

After a fruitless...

James Ngugi, Weep Not, Child. New York:
Humanities Press, 1964, p. 43.

...the lost lands.

EDUCATION IN AFRICA

1) Few African nations provide free education--even in the primary grades--for all their citizens. School fees are very low by non-African standards in the lower grades, but books and materials, school clothes and sometimes room and board (for students who don't live within walking distance of the school) add to the cost of education. It is also a sacrifice for many African parents to send sons and daughters to school who might otherwise be doing useful farm work.

2) Percentage of Population...

Melville J. Herskovits and Mitchell Harwitz, eds., Economic Transition in Africa. Evanston: Northwestern University Press, 1864, p. 257.

...Zambia 13%.

3) Number of Students...

United Nations, Compendium of Social Statistics, 1963. France: UNESCO, 1964, Table 62.

...Uganda 5 14.

4) Average Annual Output...

Adapted from "The New Africa" a chart published by Civic Education Service, Washington, D.C.

...goods and services.

5) Percentage of Population...

United Nations, Compendium of Social Statistics, 1963. France: UNESCO, 1964, Table 61.

...Zambia 35 47 1 2.

6) It has been...

A. T. Grove, Africa South of the Sahara.
London: Oxford University Press, 1967, p. 43.

...in secondary school.

A UGANDA SCHOOLBOY TELLS HIS STORY

This is an excerpt from the autobiography of a seventeen-year-old Uganda schoolboy. His problems and frustrations are fairly typical of those encountered by students throughout Africa. At the completion of his primary schooling, he was required to take an examination in order to be admitted to secondary school. He was then eleven years old, living away from home and supporting himself by cultivating a small garden and carrying water for a neighbor. It is at this point we pick up his story.

I studied very...

Barbara Nolen, ed., Africa is People. New York:
E. P. Dutton & Co., Inc., 1967, pp. 203-209.

...me is misfortune.

LULLABIES AND A CRACKED SLATE

I

Jomo Kenyatta, one of the leaders of Kenya's independence movement and that country's first President, is the son of a Kikuyu farmer. He left his tribal home to study in mission schools and, later, at the London School of Economics. It was in England that he wrote Facing Mount Kenya, his now famous account of his own people. The following is an excerpt from this book.

Education begins at...

Jomo Kenyatta, Facing Mount Kenya. New York:
Random House, n.d., pp. 96-103.

...it is due.

II

Peter Abrahams, author of Mine Boy, has also written Tell Freedom, an autobiography of his early days in South Africa. The following excerpt from Tell Freedom describes his impressions of the mission school where he received his first formal education.

"All right. You...

Peter Abrahams, Tell Freedom: Memoirs of Africa.
New York: Alfred A. Knopf, 1954, pp. 176-177.

...Principal." "Yes, miss."

A B C...

Peter Abrahams, Tell Freedom: Memoirs of Africa.
New York: Alfred A. Knopf, 1954, p. 178.

...miss; thank you."

"Shhh! Old Visser's...

Peter Abrahams, Tell Freedom: Memoirs of Africa.
New York: Alfred A. Knopf, 1954, p. 179.

...or anyone else...."

"...And that is...

Peter Abrahams, Tell Freedom: Memoirs of Africa.
New York: Alfred A. Knopf, 1954, pp. 179-180.

...your history class...."

"Ah Abrahams. So...

Peter Abrahams, Tell Freedom: Memoirs of Africa. New York: Alfred A. Knopf, 1954, pp. 180-181.

...kill the lion...."

"But if the...

Peter Abrahams, Tell Freedom: Memoirs of Africa. New York: Alfred A. Knopf, 1954, pp. 182-183.

...flat-earthers. Now listen!..."

SCIENCE IN AN ICE CUBE

Leonard Levitt joined the Peace Corps shortly after graduating from college and was assigned to teach in a rural school in Tanganyika (now Tanzania). His experiences as a teacher of African students are candidly reported in his book, An African Season. In the following passage, he describes his students.

And--in a...

Leonard Levitt, An African Season. New York: Simon and Schuster, 1966, pp. 61-64.

...those ice cubes.

I

Obi Okonkwo, the main character in Chinua Achebe's novel, No Longer at Ease, is a boy from a small village in Eastern Nigeria. Because he was a brilliant student, the people of his village taxed themselves mercilessly so they could loan him sufficient money to study for four years in England. Obi worked hard in his studies, mainly literature, philosophy and history, and became the first person from his village ever to earn a college degree.

Was his sacrifice and hard work worth it? As Obi himself expressed it:

A university degree...

Chinua Achebe, No Longer at Ease. New York:
Astor-Honor, Inc., 1960, p. 92.

...the car behaving?"

Upon his return to Nigeria, Obi was appointed to a well-paying job in the federal government, to be stationed in Lagos, the capital. He bought a new car, rented a luxury apartment, hired a servant and joined an expensive club. However, the people from his village were beginning to complain because he was slow in repaying his loan.

And if one...

Chinua Achebe, No Longer at Ease. New York:
Astor-Honor, Inc., 1960, pp. 98-100.

...Do you understand?

Despite his economizing, Obi's debts continued to mount. However, life had become more bearable for him because he had fallen in love! Clara was a lovely girl, charming and educated in England like Obi. She was from the same tribe as Obi, but she was also an "osu." The "osu" were decendents of people who, generations before, had been dedicated to serve a god, and custom forbade outsiders from marrying into the caste. Obi was, nevertheless, determined to marry Clara, and he made the long journey back to his village to ask his father's permission.

"Do we know...

Chinua Achebe, No Longer at Ease. New York:
Astor-Honor, Inc., 1960, pp. 132-134.

...in that ignorance?

Clara did not marry Obi. Furthermore, his debts continued to mount and, to meet expenses, Obi took a bribe. He was caught, and when Obi was brought to trial the judge simply could not understand how an educated young man with such a promising future could make such a mistake.

II

Tom Mboya was born in 1930 on a sisal estate in rural Kenya. His father worked as a laborer on that estate for about one pound ($2.60) a month. Both of his parents were illiterate, but they were hard-working and determined that their children should have as much education as they could provide.

His struggle for an education has a familiar ring--mission schools, money problems, hard work and good grades--but it did not end in frustration. When Kenya became independent in 1963, Tom Mboya became its first Minister of Labor, and today he is considered one of Africa's leading economists.

When Mr. Mboya graduated from secondary school in 1947, he didn't have enough money to continue his education.

I applied for...

Tom Mboya, Freedom and After. Boston: Little, Brown and Company, 1963, pp. 17-18.

...parts of Kenya.

Several events occurred during this period in Tom's life that influenced his career. As a city sanitary inspector in Nairobi he became interested in the trade union movement. He also came face to face with racial prejudice in a way he had not known before.

His reaction to the unfair treatment given to Africans--they were paid one-fifth the salary of a European in a similar job--was to do everything he possibly could to organize African unions and prepare himself for the day when Kenya would be free of British colonial rule. Others recognized his energy and ability, and he was recommended for a scholarship abroad. He was first sent to the Calcutta Labor College in India.

Since my own...

Tom Mboya, Freedom and After. Boston: Little, Brown and Company, 1963, pp. 50-52.

...to meet them.

After his year at Oxford, Mr. Mboya traveled in Europe and the United States giving lectures and writing articles about Kenya's problems. Upon his return to Kenya, he became an active political leader in addition to his old job as General Secretary of the Kenya Federation of Labor. In 1960, he returned to England where he, along with other Kenya leaders, negotiated an agreement with the British Government which ultimately led to Kenya's independence. He was, at that time, only thirty years old.

Mr. Mboya is fully aware of the impact of education on his own life and on the lives of other Africans. He is particularly critical of some of the practices of the mission schools.

No effort was...

Tom Mboya, Freedom and After. Boston: Little, Brown and Company, 1963, pp. 64-65.

...create something Africa.

7

UNIT IV

THE AFRICAN CITY

AFRICANS LOOK AT THEIR CITIES

I

Sagresa is the fictional West African city of William Conton's novel, The African. Kisimi Kamara is brought to the city by his father to attend secondary school.

My recollection of...

William Conton, The African. New York: Humanities Press, 1960, pp. 16-18.

...and of power.

II

Njorge, the main character is James Ngugi's novel, Weep Not, Child, comes to Kipanga, Kenya to attend school. The following is his description of the town:

Kipanga town was...

James Ngugi, Weep Not, Child. New York: Humanities Press, 1964, pp. 8-9.

...a foul thing....

III

The following impressions of Nairobi, the capital and largest city in Kenya, were recorded in the late 1940's before Kenyan independence. They come from R. Mugo Gatheru's autobiography, Child of Two Worlds.

I tried very...

R. Mugo Gatheru, Child of Two Worlds. New York: Doubleday and Company, Inc., 1965, pp. 75-77.

...especially for Africans.

IV

Amusa Sango, crime reporter for the West African Sensation, leader of a calypso dance band and eligible bachelor is the colorful hero of Cyprian Ekwensi's novel People of the City.

Sango awoke. The...

Cyprian Ekwensi, People of the City. New York: Humanities Press, 1965, pp. 44-46.

..."Not me, Sam!"

V

Dr. Kawa, the main character in Lenrie Peters' novel, The Second Round, returned to Sierra Leone after earning his medical degree in England.

Slowly he began...

Lenrie Peters, The Second Round. New York: Humanities Press, 1965, pp. 13-15.

...splendid fall-out shelters.

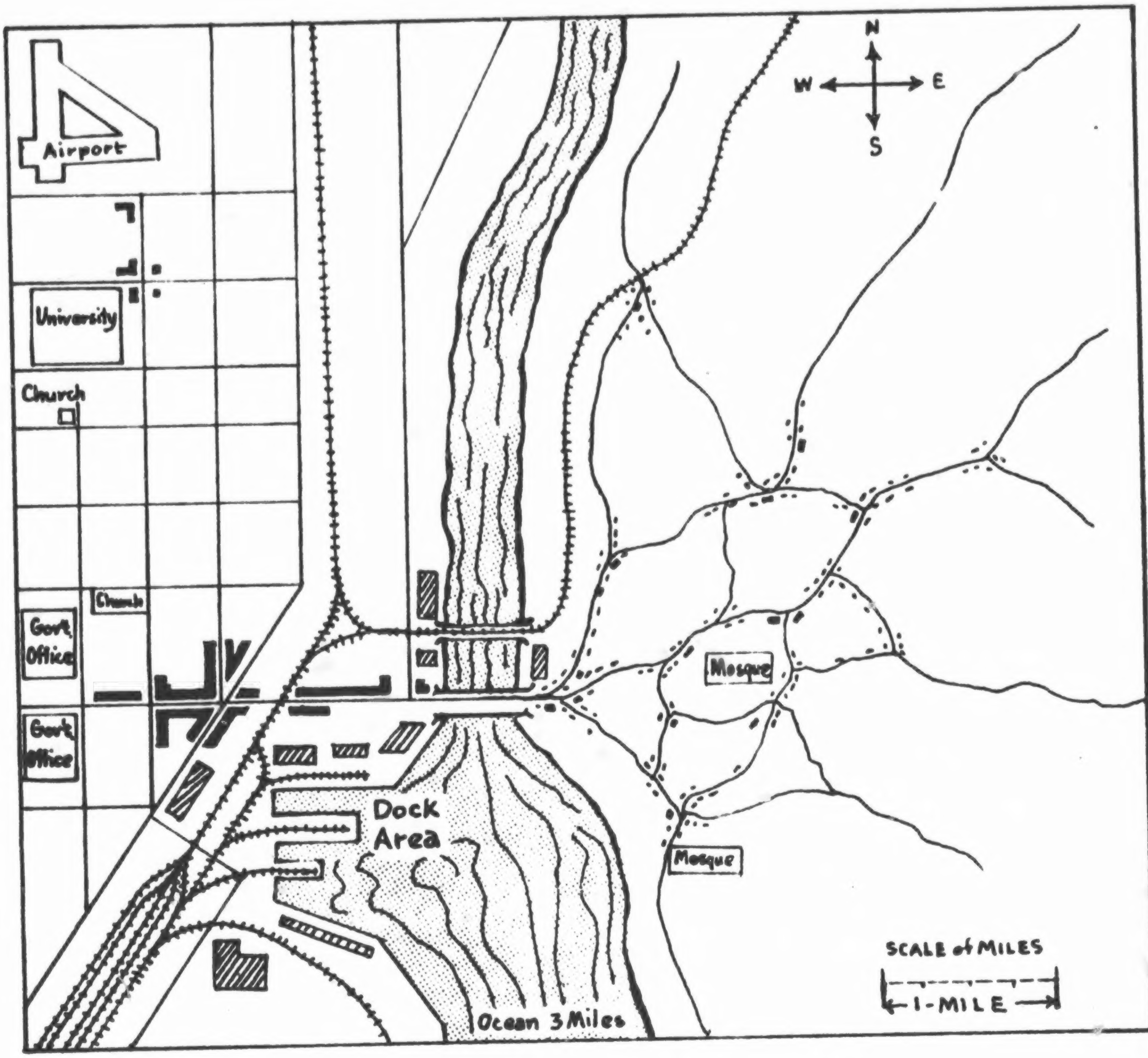
VI

Dr. Kawa, as a well-paid member of the professional class, is offered by the government special housing in the European section of the city.

Mrs. Kawa had...

Lenrie Peters, The Second Round. New York: Humanities Press, 1965, pp. 20-21.

...a European they..."


N
W
E
S
Airport
University
Church
Church
Govt Office
Govt Office
Mosque
Mosque
Dock Area
Ocean 3 Miles
SCALE of MILES
1-MILE

Key

retail business	■
small shops and market stalls	░
factories and warehouses	▨
main streets	—
railroad	┼┼┼┼┼
River	░

Ethnic Composition

West of the river: (population density 25,000 per square mile)

Yoruba	25%	Egba	7%
Ibo	20%	Ibibio	6%
Calabar	10%	European	5%
Ife	8%	Other	19%

East of the river: (population density 75,000 per square mile)

Yoruba	90%
Hausa	5%
Other	5%

A MAN OF THE CITY

The following reading is taken from Leonard Plotnicov's book, Strangers to the City, a study of the modern city of Jos, Nigeria. Rather than study large numbers of people, Dr. Plotnicov has interviewed eight people in depth and observed their behavior for nearly two years. This is part of one interview.

Peter was a...

Leonard Plotnicov, Strangers to the City. Pittsburgh: University of Pittsburgh Press, 1967, pp. 180-181, 190, 192-193, 185-186, 199, and 205-206.

...a lonely man.

AFRICA TODAY

Table 1

Percent of Population Living in Towns of 20,000 or More

Chad	5%	Nigeria	15%
Congo Rep. (Br.)	25%	Rep. of South Africa	45%
Ethiopia	5%	Rhodesia	25%
Ghana	15%	Tanzania	6%
Kenya	5%	Uganda	6%
Liberia	5%	Zambia	15%

Graph 2 Expectation of Life at Birth...

United Nations, Demographic Yearbook, 1966. France: UNESCO, 1967, Table 3.

Graph 3 Number of People for Each Physician...

United Nations, Statistical Yearbook, 1965. France: UNESCO, 1966, Table 193.

Graph 4 Infant Mortality...

Based on United Nations, Demographic Yearbook, 1966. France: UNESCO, 1967, Tables 14 and 15.

Graph 5 Percentage of Population 15 and over...

Adapted from "The New Africa," a chart published by Civic Education Service, Washington, D.C.

Graph 6 Number of Copies of Daily Newspapers...

United Nations, Statistical Yearbook, 1967. New York, 1968, Table 208.

Graph 7 Average Yearly Income Per Person...

United Nations, Statistical Yearbook, 1967. New York, 1968, Table 186.